

Mr Mulley clashes with NUS activists over training cuts

by David Hencke

Mr Mulley, Secretary of State for Education, clashed with Labour Party activists over education cuts at the National Union of Students teacher education conference at Hinxley this week.

During a tough 90-minute question and answer session he was severely criticised by a number of the 191 delegates for undermining the cutback in teacher training places and for supporting the Labour Party's economic cuts in health, education and housing.

Mr Mulley who is the first minister to address the NUS for nine years warned the students that there could be little room for improvement in educational standards while the world recession, the Government's high borrowing from overseas and the high level of inflation continued.

He attacked delegates who accused him of betraying the party's manifesto by saying that they should have been aware that the manifesto commitments always contained a proviso that they could not

be carried out if the economic situation declined.

Students however remained unconvinced and called for a commitment to increase public expenditure in education, housing and health so that the full effects of the economic crisis would not fall on the poorer sections of the community.

On teacher training numbers Mr Mulley defended the Government's cuts. Although 13 colleges were being closed for teacher training purposes, he thought that in ideal circumstances local authorities ought to be able to allow them to be used for other educational purposes.

He also said that a reduction of one million children in schools would mean that teachers on training courses must be cut. "The full-off in schools has been extremely dramatic and 100,000 student teachers in training face the danger that they will not get jobs."

On the question of overseas students Mr Mulley challenged the suggestion by a delegate that there had been unnecessary increases in fees. Some students, he said, come from wealthier countries than Britain and would not be affected by the cuts. He admitted, however, that other overseas students from underdeveloped

countries could not afford to pay them at all. He said there could be a case for offering free places to such students.

Mr Mulley was also questioned on the inadequate level of student grants. He said he would refuse to consider any major increases above the level of inflation.

"I think if student grants were considerably increased at a time of economic crisis there would be a revolution and it would not be the sort of revolution some of you expect."

He said that the Government may be ending its kite-flying of manpower planning for student numbers in courses in polytechnics and other colleges were given by Mr Mulley to journalists before the conference.

He said it was doubtful if proposals put forward by Lord Crowtherson, the Minister of State for Higher Education, could be easily implemented for science and technology.

Mr Mulley is standing firm on manpower planning for teacher education. He said that if the birth rate continued to fall he would be prepared to consider further cuts in addition to the 50,000 places already being phased out.

Mergers being considered at Cardiff and Bangor

by David Hencke

Two more mergers between college of education and universities are under consideration by the Department of Education and Science, it was announced this week. If final approval is given to the mergers at Cardiff and Bangor, it will bring the total of university-college mergers to five since reorganization of the colleges began.

The DES is proposing that Bangor normal and St Mary's College, Bangor, should both be merged with the teacher training department of the University College of North Wales, and is considering a proposal to merge Llandaff College of Domestic Science, Cardiff, with University College, Cardiff.

Provisional figures for 1991 suggest that Llandaff should retain 250 of its 360 students and 400 training places should be kept if the two colleges at Bangor merge with the university. The latter represents a considerable reduction, since the combined colleges have over 1,000 students.

The North Wales local authorities are opposing the merger of Bangor Normal College.

If approved, the plan would see two Welsh mergers in the mergers proposed for Coventry and Loughborough. DES has also announced the figures for teacher training in these areas (existing numbers in brackets): Covent 500 (770); Bangor 600 (1,000); Cardiff 500 (750); Glamorgan 400 (800); Swansea 400 (780); Trinity, Carmarthen 1700.

The National Union of Teachers which has campaigned for comprehensive higher education based on mergers between universities and colleges, welcomed the proposals for Bangor. The union expressed concern at a severing of the cuts.

Mr Hywel Vaughan, the officer for Wales, said: "It is a pity whether the new institutions retain a large enough number of places to provide viable centres for training teachers."

He added that since Wales "teacher training" is a matter of 50 per cent in numbers within the whole of the United Kingdom.

'Beware of Scots UGC'

Devolution will mean Scottish universities under the separate control of an Edinburgh assembly, giving priority to its own students and staff, Mr John Dwyer, vice-chairman of the Parliamentary Labour Party, warned the British Association for the Advancement of Science in Glasgow this week.

Those who saw their future in a "Scottish small pool" were advocating that the assembly should be responsible for higher education in Scotland. Even if this were not the case, he said, the assembly would be responsible for higher education, real or imagined, will be attributed to the fact that it is not covered by higher education," Mr Dwyer said.

In a few years universities in Scotland would be swept under the control of any Scottish assembly. Then he said, the forces for giving priority to Scottish students and staff would become irresistible, and English universities would be forced to retaliate.

Mr Dwyer claimed there had been "fuss and consternation" when the principal of Seidling University was appointed, because his last post had been in England, although he was a Scot.

He likened the fate of Scottish universities under the separate control of a Scottish UGC to that of Trinity College Dublin which he said had been one of the greatest universities in Europe, but is now no more than a "League Division III" UGC.

Still vacancies in 16 subjects

Competition for university places this year has been high in 16 subjects, including law, medicine and architecture, the Universities' Central Council on Admissions announced this week. But it also disclosed that most universities still have vacant places on courses covering 16 other subjects.

For the second successive year, UCCA has launched a countrywide advertising campaign to let potential university students know which courses are now full and which are still offering short on applicants. The advertisement lists the courses where there are more applicants than places, courses where supply and demand are evenly balanced, and those where there are places to be filled.

Polys launch home finding campaign

Five London polytechnics launched an advertising campaign to find homes for students. The accommodation situation in London at crisis point they are in to stop many thousands of students being homeless when they arrive in the capital.

The five, Thames, South Central London, North London, and St Mary's School of Art, estimate that as many as 10,000 of their students will be without accommodation this month.

The accommodation dilemma each have pooled financial resources to launch the response advertising campaign. The campaign will last for six weeks and will go on for 10 months.

AUT pay talks in state of flux

Negotiations between the Association of Teachers' and university teachers' academic salaries remain in a state of flux.

The Association of Teachers' Teachers' this week announced a series of proposals to the Government, together with representatives of the university authorities, for a new pay system.

The new pay system, which is now under discussion, will be based on a meeting of the Committee of Directors of Polytechnics, which said this week that the trend towards home-based places could not be inevitable.

Inquiries by THE THS this week showed that at least four of the bigger polytechnics—Trent, Sheffield, Manchester and Liverpool—will be expanding their intake of home-based students this year.

NEXT WEEK

Bernard Crick on the Royal Shakespeare Company's David Moore on the Open University concept. Extracts from The Arts Council's report on the state of the arts in the UK. Full report on Lancaster University education conference.

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Don't sacrifice university research for teaching-MPs

by Alan Cane, Science Correspondent

University research has been sacrificed indiscriminately and arbitrarily in pursuit of undergraduate teaching in the economic crisis and the blame is shared between the Government, the University Grants Committee and the universities themselves, a select parliamentary committee reported this week.

The Commons Select Committee on Science and Technology has been examining the effects of inflation on university research for the past year. In its report, published yesterday, it concludes that the principal crisis in the universities is not of confidence in the future.

"The universities know they are unlikely to return to rapid growth. They need assurance that they are not in a rapid downward spiral."

Among other proposals, the committee puts forward the controversial suggestion that science postgraduates should get higher maintenance grants than postgraduates in social science and the humanities.

"We believe that a system of differential grants for science postgraduates would provide the research councils with a practical and valuable tool to assist in the encouragement of research in priority areas", it argues.

It suggests the research councils should provide "topping-up" awards for postgraduate students in priority research areas, but goes on to point out that potential employers must also provide suitable incentives.

The Science Research Council should only provide top-up grants after full consultation with the industries concerned; these industries should offer equally attractive salaries to the scientists and engineers who benefit from the science.

The chief force of the committee's argument is that the customary measures used to contain university costs for cost increases were inadequate to deal with the unprecedented inflation.

Home-based applicants favoured by polys

by David Hencke

A drastic shortage of student accommodation is forcing a number of polytechnics to give priority to home-based applicants for the first time since the polytechnics were established in 1965.

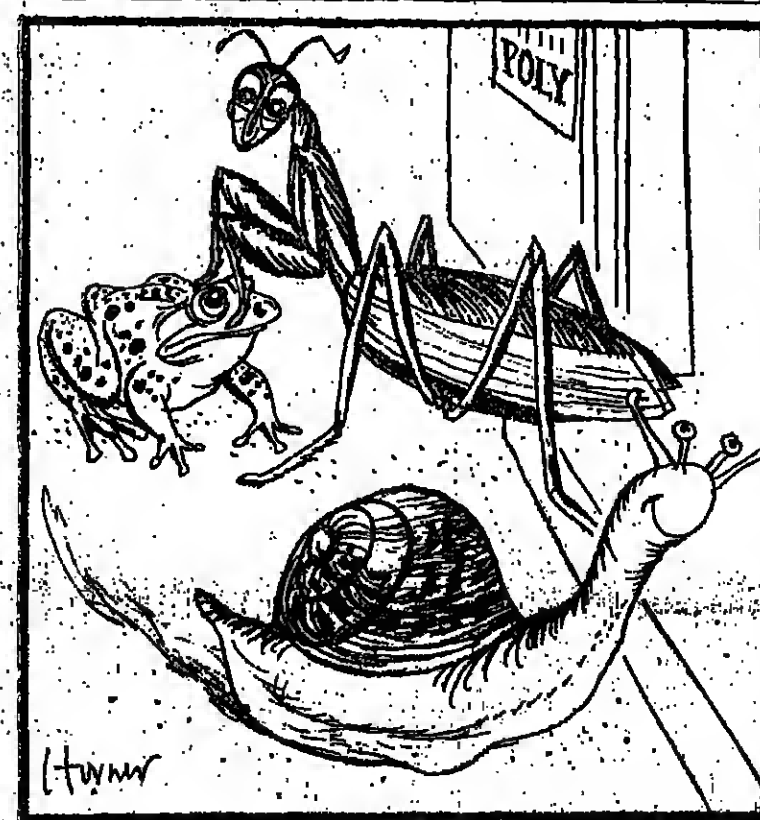
Sir Alex Smith, chairman of the Committee of Directors of Polytechnics, said this week that the trend towards home-based places could not be inevitable.

Inquiries by THE THS this week showed that at least four of the bigger polytechnics—Trent, Sheffield, Manchester and Liverpool—will be expanding their intake of home-based students this year.

At Trent and Sheffield the rise in home-based students will be the result of decisions to move the polytechnics' admissions in this direction.

Trent Polytechnic decided last week to offer its remaining 400 places only to home-based students or to students who can already find accommodation without the polytechnic's help. The only exception will be a small number of places available in home science and technology courses.

Trent's decision has been taken because the polytechnic can only provide 735 residential places for its 5,000 students and because priority is being given to accommodation in the city's rented sector.



HOME AND DRY

asked heads of departments to give priority to home-based students. Mr A. R. Corbett, director of student services, said this decision could mean that the polytechnic's move towards more national recruitment will halt this year.

Last year 76 per cent of all students came from outside the field following an increase of 35.7 per cent every year. This year I expect this to fall to 60 per cent.

In Manchester, Sir Alex Smith, who is also director of Manchester Polytechnic, said that between 1974 and 1975 the percentage of home-

based students had risen from 35 per cent to 42 per cent. He said that the increase has been the result of a shortage of accommodation, he said.

A breakdown of home-based students by faculty shows that numbers vary between 27 per cent for art and design and 35.7 per cent for science and technology to 52.5 per cent in management and business studies and 51 per cent in community studies.

Liverpool Polytechnic has imposed a control on student entry in the accommodation problem has

Recommendations

Short-term measures to help university research: the Department of Education and Science were all prepared to accept undergraduate activities of the universities;

the University Grants Committee should acknowledge the importance of both the teaching and the research activities of the universities;

the University Grants Committee and the universities should work to ensure that if activities have to be reduced, research should not be arbitrarily sacrificed in order to maintain a pre-ordained level of student numbers;

the Research Councils should actively review their priorities to ensure that maximum possible support and encouragement is given to those areas of research which they consider to be of greatest promise and to be in the national need;

the UGC should continue to support for research which is of the highest quality and which is of the greatest importance to the nation; the UGC should adopt as flexible an attitude as possible towards the indirect support of that "flour" from their own funds, particularly in new and inter-disciplinary areas where the "flour" has not yet been established;

the universities should review their own research priorities and explore the possibilities of inter-departmental sharing of resources and manpower in order to avoid the uniform allocation of research effort;

the Department of Education and Science should not expect the universities to shoulder the burden of the economic crisis, which, unless there is a radical improvement in the economic situation, could only be achieved at the expense of the universities' research activities; and

if the universities in the level of university activity are considered necessary, they are accompanied by as strong a guarantee as possible that the required level of activity will be maintained.

of compensating research grant holders for price inflation.

Dr W. M. Henderson, secretary of the Agricultural Research Council and chairman of the House of Research Councils Committee, said this week he believed all five research councils would have to give similar warnings when their expenditure reviews were completed.

Scientific Research in British Universities (Commons paper 5041), second report from the select committee on science and technology, HMSO, 65p.

UGC sets up 'hardship fund' for students

by Sue Reid

A special fund, believed to total nearly £750,000, has been set up by the University Grants Committee to give urgent financial help to students facing hardship as a result of the £70 increase in tuition fees.

The UGC is making finances available to allow universities to waive the new fee increases completely in certain cases. Each university has been offered a maximum figure. Some range from a massive £270,000 at London to approximately £12,000 at smaller universities.

The fund, which the UGC hopes will primarily assist overseas students with limited finances linked to the old fee structure, is in addition to the recurrent UGC grant to universities. Help may also be given to home students without official grant support.

Sir Frederick Dalton, chairman of the UGC, said this week that the special fund was "a once and for all" matter.

The tuition fees for British graduates were raised in March by 100 per cent to £140. Overseas student fees went up from £250 to £320, an increase that will swell Government income by more than £3.5m.

The universities, many of which already make limited funds available to alleviate student hardship, have welcomed the extra income, and many may ask the UGC for more funds.

Sulford University, which has been offered £12,000, has already told the UGC this sum is inadequate. It has requested a further £5,000. Among the universities where fees have been made available are Bradford (£13,000), Leicester (£6,000), Manchester (£36,000), the University of Manchester Institute of Science and Technology (£26,000) and Sheffield (£19,000).

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Teacher training see-saw weighted on FE side

by Laura Kaufman

The number of teachers in colleges of further education rose by almost 4,000 in 1974, while the number of teachers in colleges of education fell by about 500.

These facts are revealed in the latest volume of *Statistics of Education 1973, Volume 4 Teachers*, published by the Department of Education and Science which includes a table covering the last two years.

The statistics show that between January 1974 and January 1975, the number of full-time teachers in further education rose from 60,558 to 64,541, while in the same period the number of full-time colleges of education teachers fell from 7,639 to 7,173.

The proportion of graduate teachers in further education also rose quite considerably in 1972-73. Provisional estimates show that their net proportion rose from 62.7 per cent in 1972-73 to 63.1 per cent and their net outflow 6.2.

The proportion of graduate teachers in colleges of education also rose slightly in the same year by 1.3 per cent. This inflow was

8.2 per cent and the net outflow 6.9 per cent.

The number of students on initial training courses decreased from 126,000 to 118,000 between 1972 and 1973, reflecting a fall of about 3,000 in the number of admissions. This fall occurred very largely outside the postgraduate training courses, in which there was very little variation between the two years.

Students admitted to courses of initial training fell from 50,632 in 1972 to 47,894 in 1973, while those admitted to postgraduate courses fell only slightly from 10,365 to 10,521.

Miss Elizabeth Taylor, assistant secretary of the Association of Teachers in Colleges and Departments of Education, said that she thought some of the drop in the numbers of full-time staff in the colleges of education could be accounted for by the fact that some mergers had already taken place. For example, in the case of the merger between Nottingham College of Education and Trent Polytechnic, former college staff were no longer listed as college lecturers.

Statistics of Education 1973, Volume 4, Teachers, HMSO, price 35p.

Student prospectus paints affectionate portrait

by David Walker

An alternative prospectus from Manchester University students has painted an affectionate picture of life there with only a few minor criticisms about accommodation and money problems.

Produced for the second year in conjunction with the students union at the University of Manchester, the prospectus will be sent to school to give intending undergraduates an unofficial version of courses and facilities.

Unlike a controversial alternative prospectus at Cambridge University three years ago, this 150-page prospectus avoids sniping and sweeping criticism, concentrating instead on detailed description of courses and entry requirements. It seeks to allay many of the anxieties sixth formers might have.

The authors say: "Official prospectuses all look very similar because they are formulated by the same people. The staff, and usually the professors in a department have to approve the content. We feel that no truthful or accurate knowledge of a university can be gained, without knowing what the students (the

consumers) think of such an institution." The authors strive to be even-handed in bestowing praise and criticism. About the French department, for example, they say that due to its size human contact is not always easy. However, students get a good, solid literature degree in a lively city where there is plenty of student activity.

Liberal studies in science gets its glowing write up. The department is said to be warm and friendly and the subject lends as a whole education for those who have done science A level but feel a little restricted by "straight" science.

The information about accommodation is detailed. Students are told which parts of Manchester are accessible by bus and how frequent the buses are. The information is useful for those going to the university's Hardly Farm residences which are "virtually out in the country."

Edited by a former education officer of the students union, Mr David Carter, the prospectus claims to be a simple collation of students' own views. It concludes that the opinions of 2,000 students are as likely to provide a true picture of a university's life than lavish and seductive public relations brochures.

News in brief

Writer wins fellowship

Mr Alan Spence, a short story writer who works in the library at Napier College, Edinburgh, has been appointed fellow in creative writing at Glasgow University.

He succeeds Mr William Turner, who held the fellowship since 1973. Mr Spence will not be a regular teacher but students will be free to consult him.

Reactor to close

The Atomic Energy Authority decided to close the Dounreay reactor in 1976 when the new gas prototype reactor comes into full power.

The closure means the end of 16 years of research in the technology of fast and heavy metal reactors. It will also have an effect on employment in the reactor's experimental reactor plant.

Information chief

Miss Jennifer Price has been appointed chief information officer at the Department of Education and Science. She succeeds Mr Cowan who is retiring.

Safety officer appointed

Cambridge University has appointed a full-time safety officer as a series of measures recently to bring it in line with the Health and Safety at Work Act, 1974.

A new committee for safety, cautions will advise university officials on all matters of safety, occupational health.

Scientific evaluation

The first year of a new BSc modular degree at Northumbria Polytechnic was revealed in a report by the polytechnic's own evaluation committee. The report shows that the new degree was well received by students and staff alike. The committee found that the new degree was well received by students and staff alike.

Training eats up budget

The Hotel and Catering Training Board has agreed to pay out of about £2m this year, the above its budget figure. The board claims that the high level of training is essential for the industry.

The board's programme is a two-year course in hotel and catering management. It is a two-year course in hotel and catering management.

Drama crosses border

The National Student Drama Festival moves to Scotland for the time next year when it will be held in Glasgow. The festival, to be directed by Mr Wolfe, is to run in April.

New jobs research

A new committee has been set up to advise the Training Agency on its job training and development programme. The committee will be chaired by the executive director of Manpower Services Commission.

Oil game rerun

Robert Gordon's Institute of Technology in Aberdeen is to run a new game in the city. The game is a simulation of the oil industry and is designed to help students understand the complexities of the oil business.

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Two mechanical engineers, Ivan Ivanchik Artobolovskiy, a member of Russia's Academy of Sciences (left), and Jacob Pieter den Hartog, head of the department of engineering at the Massachusetts Institute of Technology, were awarded the honorary degrees of Doctor of Science by Newcastle University on Monday.

Medicine still most attractive subject for top students

by David Walker

Medicine attracts the highest proportion of A level "high fliers", though it is closely followed by English and modern languages, according to figures issued this week by the Universities Central Council on Admissions.

Nearly a third of students accepted in medicine and dentistry and in modern and ancient languages last year got a minimum of one A grade and two B grades at A level.

Many got three As. History and science subjects came next with over a fifth of students accepted getting top A level results.

These figures are explained elsewhere in the Statistical Supplement to UCCA's Twelfth Report. Medicine, dentistry and pharmacy are all heavily oversubscribed. Last year, for example, over 250 per cent more students than last year got a minimum of one A grade and two B grades at A level.

History was slightly less popular last year than in 1973 as were sociology and geography. By contrast, economics was preferred by 3 per cent more students. Chemistry was nearly half as popular as in 1970. Little change is shown in the composition of the student body.

A sample of all the British candidates applying showed that half came from state schools. Just over a fifth applied from public and direct grant schools and 15 per cent were from technical and other further education colleges.

The figures for parental jobs formed to expected patterns. Of the total number of candidates accepted by universities just over a third had parents in the professions; 15 per cent came from administrative and managerial backgrounds.

The best background for success in admissions was a military one. While the armed forces make up only 0.3 per cent of the total number of males aged 15-59 years in the

1971 census, candidates from such backgrounds made up nearly 2 per cent of the total accepted.

In the facts and figures there was an inverted relationship between the proportion of an occupational group in the population or large and the proportion of candidates accepted. Engineering workers made up over 15 per cent of men but their sons and daughters were only just over 7 per cent of those accepted into university.

Traditional patterns show in other UCCA tables. Women are still more successful in arts subjects than sciences. One sample showed that while half the total of those getting three subjects at A level were sciences less than a third of the women were in this category. Conversely, 34 per cent of the women who were accepted did three arts A levels against only 10 per cent of the men.

Science A levels are shown to be popular. Half the candidates accepted did at least two science A levels and at least two arts A levels and 5 per cent did at least two social science A levels.

Science subjects by and large secure an easier passage for A-level university entrants. The proportion of the total with three science subjects was nearly 80 per cent. Those with two science subjects accepted reached just over 75 per cent.

Women going to university were slightly younger than men, with nearly 6 per cent admitted when aged only 17 years and 63 per cent aged under 19. For men these figures were nearly 5 per cent and 63 per cent.

Applicants through UCCA who succeed in getting into university to read their favoured subject are in a minority. Total applications to UCCA in 1974 were nearly 126,000 but of these only 50,000 were accepted for their preferred subject. Statistical Supplement to the Twelfth Report 1973/74, HCY, Cheltenham, Glos GL50 1HY, £2.25.

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1971 census, candidates from such backgrounds made up nearly 2 per cent of the total accepted.

Industry design 'needs fine art'

Sir Miles Black, Professor Emeritus at the Royal College of Art, has advocated a strong link between industrial design and the fine arts. He says he has advised his earlier opinion that industrial design owes allegiance only to engineering.

Writing in the magazine *Design* recently, Sir Miles said he was not alone in moving away from the ambition to change industrial design education into a tight academic discipline to a more liberal view of how designers should be educated.

He now felt that industrial designers needed a different curriculum from that appropriate to undergraduate mechanical engineers. There was an essential connection between industrial design and the fine arts.

Sir Miles said the success of the School of Industrial Design at the RCA and undergraduate schools of industrial design in Britain was dependent on the depth between the

fine arts and design not being severed. If aesthetic concepts were effectively combined with a developing knowledge of engineering, technology, social need and marketing necessity the industrial designer was set on a path which would enable him to play an unrestricted role in industry.

Sir Miles added, however, that the technical specialisation of industrial designers as in mechanical engineering, and agreement had been reached between the RCA and the Imperial College of Science and Technology over the setting up of a joint master's degree for mechanical engineering graduates.

This would be established once financial and administrative problems were resolved. Meanwhile, the RCA continued to invite graduate engineers to join its two-year master's degree course in industrial design.

Lord Bowden attacks CVCP 'green paper' on postgraduate education

by Sue Reid

A senior academic and ex-Labour Minister of Education has strongly criticised the main proposals of the "green paper" on postgraduate education recently published by the Committee of Vice-Chancellors and Principals. Lord Bowden, principal of the University of Manchester, Institute of Science and Technology, opposes the CVCP's chief and controversial view that all students wishing to undertake postgraduate research should be encouraged to do so at public expense.

In a letter to Sir Derman Christopher, vice-chancellor of Durham University and chairman of the CVCP working group which produced the report, Lord Bowden this week claimed that while he admired the present postgraduate system of education, he believed parts of it were a waste of both human resources and capital plant.

He maintained that although postgraduate research might be vital to the education of the next generation of university dons, the university itself would be damaged and the profession injured if it was necessarily considered the best form of training for the many other professions.

Lord Bowden said that life outside university made demands on people unlike those in academic life. He maintained that postgraduate experience in universities was inadequate as a preparation for the life of a professional man.

Taking engineering students as an example, he said the senior student must learn to fight his own battles, to make decisions and accept the consequences if the better it was for them.

The CVCP "green paper" said there were strong reasons for maintaining a substantial proportion of research students in the universities, but changes in the political and economic climate meant they should pay more than home students. This is a point that Lord Bowden took up in his letter.

He argued that the postgraduate students would have collapsed if it had not been for the enormous increases in the number of foreign postgraduate students in recent years, but said the CVCP view that foreign students made postgraduate courses at university possible constituted a curious form of accounting.

"The cost to the British taxpayer of every postgraduate student must be at least £3,000 a year, and if one makes adequate allowances for the overhead cost of the plant and buildings, the total cost must be nearer £5,000, to which a student contributes a couple of hundred pounds", said Lord Bowden.

To people who complain of the differences between the fees paid by British students and foreign students, he said that the British taxpayer is paying 95 per cent of education for a foreign student, and 97 per cent for an Englishman.

The decline in the number of British postgraduate students who would later serve in productive industry had been sudden, unexpected and devastating, Lord Bowden said. At his own university, a course in electric power transmission, which in

the past had always admitted a few foreign students, now attracted mostly foreigners. This year's class had only one Briton and 25 foreign students.

He maintained that British students were now reluctant to live in poverty on inadequate grants while they studied courses which prepared them for underpaid jobs.

If salaries in industry were as good as they were in other countries students might be willing to finance themselves by loans, he suggested. But today there was an incentive so why should students burden themselves with unnecessary debt?

"We cannot take it for granted any longer that it is our duty to educate our industrial computers, nor can we assume the British taxpayer will pay for it."

Unless postgraduate courses were reformed and British students persuaded that this form of education was worth having the whole industrial machine might collapse and the universities with it.

He praised the professions that had incorporated training in work situations and highlighted "medicine and law as classic examples. In the case of engineers, he was uneasy at the idea of too much pure research if it prolonged their adolescence."

While postgraduate research in science and technology played a vital role in any modern industrial machine, academic engineers should have a part to play in industry. It often happened, he said, that the most effective links between industry and universities were based on research, development and innovation.

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the past had always admitted a few foreign students, now attracted mostly foreigners. This year's class had only one Briton and 25 foreign students.

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Work-to-rule threatened

Full-time teachers at Barnsley College of Technology and the School of Art are threatening a work-to-rule from next Monday unless they make progress in negotiations with the local authority over their conditions of service.

A delegation including Mr Mike Stokes, the chairman of the Association of Teachers in Technical Institutions' local branch, met members of a sub-committee of Barnsley Metropolitan Council and the chairman of the education committee, Mr Jim Bedford, on Wednesday.

The 160 teachers are trying to reach agreement locally over the ATTI's national conditions of service document, which was signed in February, but by Wednesday had met with no success.

In accordance with the national agreement, they went the administrative duty period before and after their 36 weeks' teaching cut from three weeks to two, a reduction in teaching hours, and payment for standing in for sick colleagues.

Mr Stokes said: "The cover for sick leave is the main bone of contention. We normally cover for a sick colleague for one month without payment, whereas under the national agreement if a colleague is sick for more than three days we should get paid for every day of his absence."

He added that the majority of lecturers at the college were working the maximum number of teaching hours specified in the national agreement, and wanted to secure the minimum.

If no progress is made with the authority, the local branch members will work in accordance with the national agreement, and the ATTI's executive is likely to back them in these sanctions.

Mr Short looks to the future

The new diversified colleges of education will have a much more positive role in higher education than ever before, Mr Edward Short, MP, Lord President of the Education Council, said last Saturday.

Speaking at the annual dinner in Durham, he said the colleges' new role outside teacher training offered striking opportunities.

The recent slackening in overall demand for higher education might reflect the world recession or perhaps suggested that increasing numbers of school leavers found the type of course traditionally offered unattractive.

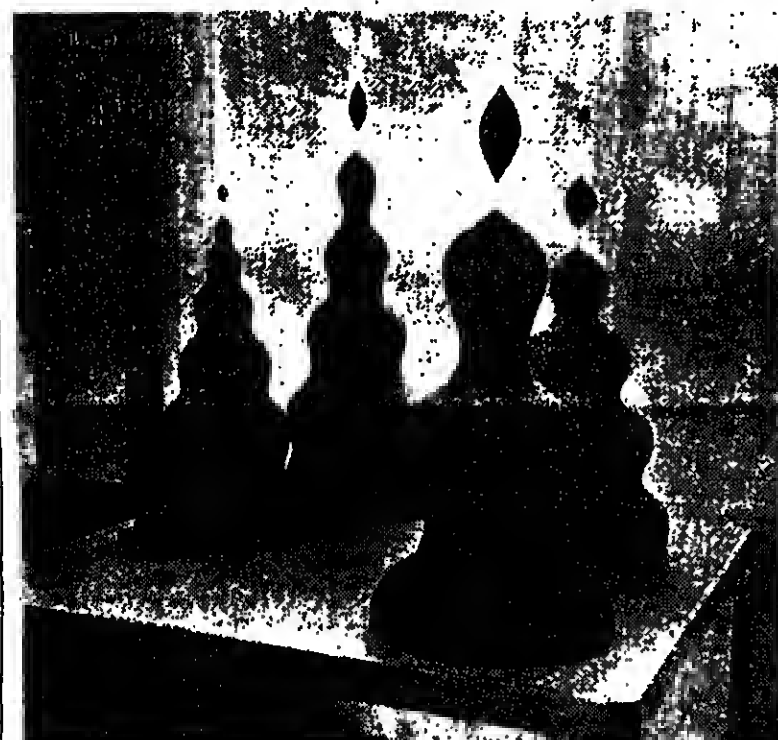
"In such a situation there are potentially great rewards to be reaped by institutions able to bring a new and distinctive approach to the planning and introduction of new courses", he said.

As newcomers to general higher education, the former colleges of education had a considerable advantage if they could use their uniquely close contacts with the schools to influence what they could offer.

"The initiative, resourcefulness and determination which they have shown in the past give every reason to suppose that they will rise to the challenge and will exercise a profound influence on the future pattern of higher education in this country."

Earlier, Mr Short said the abandonment of the monotechnic context for teaching training was long overdue. Teaching teachers now would study in a less monastic environment, training alongside other students with quite different career aspirations, giving them a wider perspective.

The expansion of In-service and induction training would bring the colleges, the schools and their staffs to a closer rapport and understanding of each other's needs and problems.



An international ceramics symposium at Cardiff College of Art, which finished last Saturday, brought together artists from Hungary, Japan, Belgium, Sweden, Austria, the USSR and Britain for four weeks of discussion and creative work. A selection of the work produced, including the exhibit pictured above by Mrs Patricia Sauer of Wolverhampton College of Art, is on show at the college's gallery and will be available for four in galleries in Wales and later in England.

Voluntary workers praised in study

A social scientist from Lancaster University has just completed a study that suggests government and local authorities have undervalued the contribution voluntary social workers can make to help the deprived and socially inadequate.

With two fellow researchers, Professor Roger Hedley, head of the social administration department at Lancaster has found that voluntary work could be a useful addition to professional social workers' efforts.

The study is published in a new book from Allen and Unwin, *Across the Generations: Old People and Young Volunteers* (£3.95 and £6.75).

Students to strike over grants

Plans for rent strikes by the 140,000 students in halls of residence at universities and polytechnics were announced by the National Union of Students last week.

The NUS says that this year's grant increase of 22 per cent is not enough to cover the larger increases in hall fees, some of which will rise to more than £500 a year.

The NUS calculates that students can only afford to spend a £100 maximum on fees, since this leaves only £340 of a full grant to spend on books, clothes, fares and, when not included in fees, meals.

Aberdeen plays host to the world's oil industry

Aberdeen University is to be the venue for the Offshore Europe conference, which will bring together major figures from the oil industry from all over the world. The conference from September 16 to 19, to be held in conjunction with the Offshore Europe exhibition.

The university will house 1,600 people, about 1,000 of whom will be delegates and the rest involved in the exhibition, which has attracted about 800 exhibitors. The conference will be held at the university and the exhibition at the Bridge of Don showground on the outskirts of the city.

The Hon William Ross, Secretary of State for Scotland, will open the conference. The programme concentrates on European offshore oil exploration and production, and in particular on work in the North Sea. The emphasis is on technical papers, and there will be sessions on exploration, drilling, metallurgy, foundations, geology, government regulations, development and operations, and protection and the environment.

The conference is sponsored by the Institute of Petroleum, the International Association of Drilling Engineers (North Sea Chapter), the Society for Underwater Technology and the Underwater Engineering Group. The exhibition is sponsored by the Association of British Oceanographical Industries and the Council of British Manufacturers.

writes to us, visit us and come to work with us." Dr Robert Moore, senior lecturer in sociology at the university, told delegates at the annual meeting of the British Association for the Advancement of Science, which was held at Surrey University from August 26 to September 2. He was speaking at a general symposium on the work of the research councils, in response to a paper by Professor P. M. Marston, professor of social administration at Glasgow University, and a member of the Social Science Research Council's advisory committee.

Professor Marston's paper outlined the SSC's interest in the social and economic consequences of North Sea oil.

"The University of Aberdeen is now widely recognized as a centre of North Sea oil research and scholars from all over the world

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Gamesmanship still helps entry chances, AMA says

by Laura Kaufman

Tactical manoeuvring, sometimes known as "gamesmanship", is still important in getting into university, the Assistant Masters' Association admitted on Tuesday. To avoid contributing to it, the association has produced a report giving advice to candidates which deliberately omits the names of universities and colleges. Schools are advised to get their applications in by the end of October, and candidates are advised to write their forms neatly, send about six to eight in advance, if they want to spend a year between school and university, and make sure that the outside activities they list are considered "worthwhile".

The report is based on replies from 73 of the 83 universities and colleges which took part in the Universities Central Council of Admissions scheme in 1978/76 to an AMA questionnaire.

Candidates are advised not to try to bypass the UCCA machinery, but universities made clear that candidates were not debarred from writing for information from a university in connection with the UCCA form.

As for timing, universities said that an early application was advisable but would not necessarily place the candidate at a real advantage.

The AMA advises applicants to get UCCA forms off to universities by the end of October. If a candidate is seeking deferred entry to university to take a year off, the AMA advises applying two years in advance and indicating his plans for the first year.

As far as candidates making second applications, universities said they would consider them seriously but would want to be sure they were of university calibre.

Sporting ability still counts in getting into a university. The report says that while universities indicated they took very little notice of games and athletic prowess, Mr Phil Roberts, chairman of the association's careers committee, admitted that this year a student with poor A levels but who was good at rugby had been admitted to a university to study mathematics, physics and chemistry.

A representative sample of nine United Kingdom universities and one London medical school all denied discriminating between men and women.

Selection for admission to a University, AMA, 29 Gordon Square, London WC1H 0PT, price 50p.

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Community needs 'get little consideration'

by David Dickson

Every institution in higher education was an "Aladdin's cave" of expertise, ability and talent that could be applied to the social problems and human needs of its geographical locality, Sir Alec Dickson, honorary director of Community Service Volunteers, told the British Association last week.

Yet if the assets of any institution were examined as to the extent to which they were applied to local problems, the "melancholy conclusion" was reached that most were operating at less than 10 per cent of their potential.

Sir Alec said that applying the skills, knowledge and capacity contained in any institution of higher education to local problems required the involvement, not only of students in their spare time, but of the total institution.

An analysis of the work of a local polytechnic, for example, had shown that the department of business and public administration could investigate socially-useful applications of computers, and its department of health and social studies could undertake "action-research" into migrant health care patterns of migration and integration.

"The department of music had the power to make a breakthrough in community relations by helping local West Indian youngsters to form the finest steel band in Europe or a black version of the Vienna Boys' Choir", he said.

Developing the concept of the educational institution as a resource centre for a local community was not just visionary, but was already beginning to take place, and could go a long way towards bridging the gap between the activities of a college and the world outside, Sir Alec said.

Another concept was the curriculum approach, or the "human application of knowledge", which aimed to introduce community service into the heart of the curriculum. At Chelsea College of Technology in London, for example, pharmacy students had been involved in small campaigns to discourage local teenagers from the use of drugs.

"The students of pharmacy understand the effects of drugs on the human mechanism and they are in a position to answer questions as to whether an affinity for soft drugs must lead automatically to addiction to hard drugs—this belongs to part of their own training", Sir Alec said.

One of the advantages of the curriculum approach was that community service was no longer seen as something separate from study, and divorced from academic learning, but that study and service become one.

"Further the distinction between 'voluntary' and 'compulsory' begins to lose its significance when students find themselves solving real problems and responding to genuine needs as a natural and integral part of their course."

St Andrews University has refused claims that one third of its Scottish students fail their examinations and have their studies discontinued. The university's student academic performance committee maintains that the true figure is about 14 per cent.

A booklet, *Student Opinions*, published by St Andrews students, alleged last month that one in three Scottish students in the science faculty failed after one year and that in the academic year 1973-74 there was a failure rate of about 20 per cent in some subjects and more than

30 per cent in others. It said the failure rate among Scottish students at St Andrews was the worst of any university in Scotland while students with English GCE qualifications at the university fared well in comparison.

The student academic performance committee claims the failure figures are much lower than has been alleged.

It says: "The problem is not confined to this university; it is nationwide. It is not possible to assert, as has been done, that St Andrews has the worst record of failures because precise, comparable figures are not available from all the Scottish universities. Where such figures are available, the percentages are similar."

The committee, which says other universities such as Edinburgh and Aberdeen have a similar situation among Scottish students under review, is to continue its investigation into the reasons for differences in success rates among students from different educational backgrounds.

It says that part of the problem might lie in the Scottish school curriculum and examination system. Science courses for first year students are under review and being given to students experiencing difficulties in their courses.

High failure-rate claims refuted

by Sue Reid

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Unesco service will spread good teaching methods news

by Laure Kaufman

An International Educational Reporting Service has been set up by Unesco's International Bureau of Education to spread innovations in teaching.

This was revealed by Mr Amadou Mahtar M'Bow, the director-general of Unesco, when he opened the 35th session of the International Conference on Education in Geneva last month. The conference theme was the changing role of the teacher in a changing world.

Mr M'Bow said that the role of the educator in making education democratic was fundamental. "The success of any educational enterprise depends primarily on the attitudes and qualities of the teacher and innovation itself has no chance of success without the thrust of teachers who know their trade and work in it conscientiously and devotedly."

One essential question to be faced was how to identify the really productive innovations and how to

decide their extent and the speed and manner of introducing them into overall planning.

Once an innovation had proved itself to be spread to a whole education system in order to justify its inclusion in a global policy of education development.

International cooperation could be particularly fruitful in the field of innovation if it allowed each country to benefit from experience acquired elsewhere, and this was why the International Educational Reporting Service had been set up. Unesco had also created an Asian Centre for Educational Innovation at its Bangkok regional office.

It was an immense task for member states to provide the number of teachers needed by 1985, he said. Given the size of the problem, the classical approaches to recruitment, training and in-service training of teachers would probably be revealed as inadequate in many cases. This would call for new solutions.

The conference was attended by 400 delegates and observers from 80 countries.

Course news

Ulster to offer speech therapy

A four-year degree course in speech therapy is to be offered at Ulster College, the Northern Ireland Polytechnic, from September. The first two years students will study the disciplines of linguistics, psychology, sociology, biology and physics. The last two years constitute a professional training in speech therapeutics, together with advanced and applied studies in the basic disciplines.

Computing for engineers

A part-time MSc course, "Computers in Communication Engineering", is to be launched by Ulster Polytechnic in October. The three-year course is aimed at engineers in the computer and communications industries.

80 through the post

The National Extension College, Cambridge, is offering more than 80 correspondence courses during the next academic year. They will range from GCE O-level to London University external degree courses, where the student is directly in touch with his tutor as in a university situation.

New options at NELS

Seven new postgraduate courses are beginning at the North East London Polytechnic this September. Two of the courses are fully new. One is a modular course in engineering, offered jointly by the polytechnic and South Essex College. The other leads to a diploma in management studies.

Part-time degree courses are offered in clinical psychology, education science, and from next year, chemical engineering. Part-time diploma courses are offered in information and advice studies, engineering (water resources) and market research.

Systems interest firms

Computer systems and data processing is the subject of a new part-time MSc degree course starting in September at the North East London Polytechnic. The course is for engineering and science graduates who have some experience and are interested in the technology of the computer. Local firms have already expressed interest in reading students in the course.

Tourism now included

The College for the Distributive Trade in London is extending the range of second-year options offered in its Higher National Diploma in Business Studies course. Options will now include fashion buying, personnel management, distribution, travel, tourism and textile buying.

Don's diary

Clearing house

Don's diary should be private; and officials should be faceless. If I fail on all three counts it is not entirely my fault: blame also the editor. But perhaps what goes on in the UCCA office during clearing in September is of interest to someone.

Most of the expected university entry were already placed by the end of August. Clearing is the final stage. Panels are not looking at the remaining applications and will send those with the best examination results to universities for decision. We try if possible to meet each candidate's preference, but otherwise send his application to the university that appears most likely to take him.

The matching is done not by machines but by people. The computer simply records decisions and prints lists and letters.

Some years ago people seriously believed that only extreme measures would prevent the machines eventually taking over: the simple expedient of pulling out the plug was never mentioned. I am sure we have our machine well under control. There is no danger that it could dictate or even influence the admissions policies of the universities; but it does what is said with great accuracy and reliability. One cannot ask for more.

Engineering up

Many commentators do not seem to realize that about a half of the students entering our universities each year go into science-based courses of one kind or another, including medicine. But two generalizations would not, I think, be disputed. First, the universities are still not getting enough applications from the sort of young people who will eventually be qualified to manage or work in industry. Second, of those who do come forward in this field, women still represent a ridiculously small proportion.

Industry surely needs more intelligent young people with a university training. It is heartening to see signs of an up-turn in applications for engineering.

Monopower planning is now much in vogue. The last words on the subject were uttered by Dr Johnson:

"Adduce the equine quadruped To element equine Ingurgitation. It is said Must still be automatic."

Which in contemporary terms means that you can lead a pupil into the sixth form but you cannot make her study modern studies, or science, or engineering unless she wants to.

Choice of subject or vocation is a complex affair and like marriage often depends on opportunity. What UCCA can do in clearing is to try alternative courses for candidates who are not likely to be accepted for their original choice but appear to be qualified for something else which may have occurred to them. (They can veto our efforts at any time.) An ahistorical swirl from medicine to biology, or from economics or law to business studies.

We are not always thanked for these efforts, but many candidates accept such transfers as an alternative to giving up hope of university entry altogether or deferring it for a year. There is a lot to be said for the broad spread in subjects in Continental systems of education which leave the candidate with a wider choice of subjects at university. Our more rigid system in our country is made too early.

Phone-in

In a large room across the corridor five telephones ring continuously. Christine X is angry because she told us she wanted to go to Birmingham and we have sent her to Liverpool. (She did tell us, but her letter took five days in the post and meanwhile we had referred her.)

Abdul M can't understand why there are no vacancies for medicine. He has not job to answer this, even if we could.

Commander Q insists on talking to the "head man" and demands a copy of our operational procedure. He can see it if he insists, but what is wrong? His daughter, with favour of AB, has not got in anywhere for English. I look at the computer list while he is speaking; we have referred her to a university that appears to be taking rather long to decide. Telephone John F. The university correspondent, who discover that Professor X is at present

Deeply involved

A fortnight ago I spent a whole day briefing the only clearing staff. These are undergraduates on vacation whose parents live locally. They are a bright lot who refresh our minds and spirit and master 50 pages of typed instructions in less than a week. If anyone doubts whether undergraduates are employable let him come and watch. What they lack in office training they gain by their quick intelligence.

Like all the permanent staff they become deeply involved in this personal work with the "customers" and enjoy the responsibility we give them. They are not required to make academic judgments because we sort applications strictly by examination grades: but they

Explaining that lean to the left



OUR CREWE

In the possible exception of Marx, teachers in higher education must be the only occupation of whom a substantial number, on being asked to describe their political or social beliefs, would include the word "socialist" in their answer. It would, much to their discomfort, be accompanied by a shrug of the shoulders and a look of resignation. It would be judged that such qualifying clauses, quotations, and other devices would be the mark of a weak or evasive response.

The academic's traditional affinity for the left (socialist or liberal) is a variety of explanation. First, it is a matter of occupational self-selection: graduates with

objections to the capitalist ethos naturally decline to enter private industry or the professions that service it; and those without taste for the service of the state enter the Civil Service. It is partly rooted in the nature of the intellectual enterprise. Academics are systematizers of knowledge, specialists in the ordering of reality according to abstract principles. Utopian schemes for the systematization of entire societies thus come naturally.

But it is, somewhat more, an outcome of the functions of the secular university. The conditions necessary for the untrammelled pursuit of truth place universities on the left-hand side, although not the very end, of a series of political alternatives: on the side of rational rather than traditional authority or the criterion of knowledge; independent from, not subservient to, the twin corruptors of state and market; in favour of the world-wide rather than national community as the source and consistency of knowledge; on the side of dissent and heresy rather than received doctrine.

What has never been seriously suggested until recently, however, is that academics are, or should be, socialists out of their own class interest, or conversely that the pursuit of their class interest constituted socialism. The fact that academic socialists were indisputably upper middle-class in income, status, origins, consumption, indeed in almost every respect, has been attributed to a repudiation of such interests as proper grounds for political action. Academic socialists, whether majority Fabian or minority Marxist variety, at least agreed that the university, in its role as a centre of higher education, constituted a "progressive social force".

The difference between old and new academic socialism is that the latter thinks it does and the old did not. A variety of formulae enter into the belief that disruptive collective action in pursuit of a 50 per cent salary rise is compatible with good socialist practice. There is, first, the current fashion of equating socialism with "however you like it, you want it or do it". There is the "final heaven" thesis, by which all strikes are welcome as

preparing the ground for the final Collapse of Capitalism, as always, just round the corner of the next crisis.

But the crucial assumption is the Clive Jenkins doctrine that all professional employees, and thus university teachers, are really part of the working class: the "workers by brain" sanctified in Clause 4.

Academics are not "workers by brain". They work with their brains of course; but they are not workers in the sense intended by the phrase, which originally referred to clerks, minor officials, and other white-collar workers whose income approximated that of manual workers and whose place in the hierarchy of work was clearly subordinate and closely supervised. Periodic research assistants and laboratory technicians come into this category. But in no realistic sense to academics.

Legally, it is true, university teachers are employees. In order to live they sell their brain-power and in this technically Marxist sense (which not all Marxists would adopt) they are workers. But on this basis so are NHS doctors and dentists. The "class situation" of the academic is sui generis: a favourable mixture of the benefits of the independent, certificated, professional (autonomy, deference) and the senior functionary (security, promotion) without the attendant costs (respectively, provision of working capital and subordination to authority).

Thus the academic is, to begin with, not only largely master of his work but of what he does. The work consists in the first place, compare that with miners and car workers before talking of dons as an intellectual proletariat. In addition, there can be no other form of third employment less subject to direct supervision than external authority; no institutional culture which puts such a premium

on consensus and persuasion rather than conflict and command. Indeed, the academic is more likely to employ and manage others as secretaries, research assistants, demonstrators—than be directly employed or managed himself.

Now that educational qualifications have become a form of property, of capital, academics collectively own and manage the means of production. There are no expropriations of the academic's "surplus value", to stick to Marxist terminology, other than society as a whole.

The more tangible rewards for the teacher in higher education are equally preferable to those available to manual workers: differential workers may have been temporarily reduced in nothing, but with tenure and increments assured, the academic is still comfortably on the right side of privilege.

Such comparisons are familiar to the point of tedium. They will still not stop howls of anguish when the AUT is finally forced to admit defeat on Port 21 of the present salary claim. Consider, however, the liberals who make no bones about the antithesis of the professions to preferential incomes are entitled to complain. And on grounds of equity, frustrated expectations, the worker's claim to security and light in straight dealing and common courtesy from the Government, yelps of rage are undoubtedly understandable.

Intellectual honesty demands the admission that this would not only prefer a rise of 50 per cent to one of 25 per cent, and find I received it would not have sent a cheque for the difference to a worthy cause. But to regard collective action in pursuit of a 50 per cent rise as socialist only justifies to the intellectual's inexhaustible capacity to supply consciousness of ideological "arbitrariness with collectors" items.

Engineering 'fails to attract girls'

The low ratio of women to men in engineering is due to lack of interest rather than lack of capability or opportunity, Dr Elizabeth Laverick, deputy secretary of the Institution of Electrical Engineers, said this week.

Speaking at an international conference of women engineers and scientists in Crewe, Dr Laverick said this lack of interest was increased by the attitudes of parents, teachers and even careers advisers in Britain. It was difficult, she said, to break the tradition that engineering was a man's world while so few women entered the profession.

She said that the number of girls taking the O-level examination in physics was comparable with the number of boys and the success rate higher, but by A-level the number of girls who had failed drastically.

Most girls who passed A-level physics went on to study pure science subjects at university. In 1973 only 24 British women students entered first degree courses in electrical engineering compared with 1,770 men, she maintained.

There was a need to encourage girls to study engineering at university, she told the conference. The problem was made worse by the low number of students of either sex entering engineering courses in the United Kingdom.

Consequently, courses offered one possible way to retain women engineers who had left to have a family. However, said Dr Laverick, legislation was under discussion in



Lack of interest means few women enter engineering.

Britain which might well oblige employers to hold such posts for some months while a woman was having a child.

Dr Laverick added that a survey carried out by the Women's Engineering Society in conjunction with the Department of Employment confirmed that the majority of firms were willing to employ women. She concluded that either the training misdirected against women engineers or early prejudice prevented girls from entering the profession.

College heads plan new committee

Informal discussions have begun among a number of college principals to establish a Committee of Principals of Colleges of Higher Education. Proposals for the new committee's structure will be discussed next week, following an informal meeting in July.

The aim behind the new group is to coordinate the 50 new diversified colleges which are beginning to emerge as a result of the Government's reorganisation of higher education.

The colleges will range in size and scope from individual institutions such as Edge Hill and Bournemouth College of Higher Education (formerly Bournemouth) to five college federations such as the one established by the Bradford Metropolitan authority.

Britain sends 20 to World Games

from Patricia Clough

ROME Students from 47 countries, including many world and European record holders, will be competing in the World University Games to be held in Rome's Olympic Stadium next week.

Britain is sending a team of 15 men athletes and five women.

The biggest contingent will be from the Soviet Union, which is sending 54 athletes, including European hammer champion Alexei Spiridonov.

The United States will also be strongly represented with 25 athletes.

The games will be preceded on Monday and Tuesday by the World Federation of University Sports, which will discuss, among other things, whether an event should be held in the Soviet Union as a member.

Group psychotherapy

Lancaster Polytechnic is to run one of the first ever group psychotherapy courses in the Midlands. In cooperation with the London Institute of Group Analysis, it will offer a diploma in group psychotherapy, which will include a year's course to further understanding of social activity in groups.

Tourism now included

The College for the Distributive Trade in London is extending the range of second-year options offered in its Higher National Diploma in Business Studies course. Options will now include fashion buying, personnel management, distribution, travel, tourism and textile buying.



Bureaucratic bliss

Young T... writes to ask if I could back his application for a post in university administration. He is an even-tempered chap with a good mind who would do well. Not on obvious choice of career. I suppose the prospect of a life as a bureaucrat—or a don for that matter—does not inspire youthful dreams.

Yet in retrospect, my years in the Civil Service and in university administration have been rich in personal enjoyment and have certainly taxed my wits to the full.

University work is challenging because one works at the scene of one's crimes, and one cannot be a critic, or an occasional merciless critic. A university officer in his midst is continuously stretched.

Personal friendships within a busy academic community make life very rewarding. My own position in now more peripheral: I miss the fellowship of the senior common room, but have also escaped the stifles. I would recommend university administration to anyone of the right type looking for a satisfying career.

process I should prefer left to God or Michelangelo. Computer programs—the American spelling usually distinguishes them from those that you buy at the theatre—are sometimes written but more often "generated": another example of unthinking one's image.

In much the theological overtones of "confirmation" we have, alas, perpetuated "designing" (to making a candidate's record conform with the rules after an infringement). We did, after a time, feel so ashamed of the term "total reject" that we killed it: it is precise but off-putting to the candidates to whom it applied.

Do other people dislike the term "polyversity" as much as I do? It suggests to me a multiplication table:

university = one university
diversity = two universities
polyversity = many universities
multiversity = too many universities

What the etymologists make of all this I do not know, but I find these inventions confusing as well as ugly. "Universitas" has surely always implied a sufficient breadth of studies to embrace most forms of academic organization at this level. Could not a university if so desired be linked with colleges of a different type on the same campus while retaining a university? If not, I wonder we should give up trying and call the result an "academic conglomerate".

Coming and going

Dr Geoffrey Templeman, Vice-Chancellor of the University of Kent at Canterbury, relinquishes his appointment as Chairman of UCCA at the end of this month. One remembers not only great personal kindness over many years, but he was a founder member of UCCA as well as chairman since 1964—but his capacity to think six moves ahead. In these uncertain days the requires skill to keep on organization officer's feet. UCCA owes him a great deal.

We welcome his successor, Dr Harry Pitt, Vice-Chancellor of the University of Reading. I have on file an article which he wrote in *The Times Educational Supplement* with detailed proposals for a central admissions scheme before UCCA was founded. It will be interesting to see what he makes of us.

Untangling jargon

A lot of my time is spent turning jargon into English for the benefit of committees. It is not an unprofitable exercise, because translation can sharpen thought about what we are trying to do. Some jargon defies translation; no computer man ever stirs or sets up a record on a punched card; he creates it—

Ronald Kay

Mr Kay is Secretary of the Universities Central Council on Admissions.

First Labour steps to a new Arts Ministry

The arts have a particular importance, for they, more than material achievement, express the vitality and meaning of a community. They are an important channel of communication and are to heighten people's awareness of their lives and surroundings.

The arts impinge upon all our lives. They are part of the human experience, in our environment and in our leisure activities. It is therefore important that we learn to live with, and appreciate and criticize them. In an age which has greater leisure time for enjoying the arts, opportunities for their enjoyment should be the right of all.

The most heavily subsidized arts are catering for predominantly middle-class audiences. Arts which are actually hived in the community receive by comparison a minority proportion of public funds. While we are talking about providing more money for the arts, it is not enough to involve children at school with theatrical programmes relevant to children and to devise a method of using the arts of the theatre and the skill of the teacher in order to involve the pupil in ideas, issues and concepts that arise from and/or affect the lives of the children, their future or their parents.

Theatre

There is every reason to believe that without considerable subsidies high standards of theatre will not be achieved. Moreover, increased subsidies are necessary for existing national institutions, to maintain their present work and to enable this work to be taken throughout the country on tour. Subsidy is also needed for an increasing number of new companies and theatres. Some of the most valuable work being done by the fringe and experimental and community groups is outside the scope of regional or national theatres and writers, directors and performers have deliberately chosen to present their work outside the existing theatrical institutions for that reason. Much of the experimental work, however, could be undertaken by many of the established theatres as auxiliary to their usual efforts.

There are many talented performers currently employed to television "soap operas", commercials

Five per cent of the education budget should be devoted to expenditure on the arts, and this should be the responsibility of a new Ministry of Arts, Communication and Development, published last week by the Labour Party. The document has been prepared by its arts group, and is to form the basis of a submission to next year's party conference which, if adopted, would become the party's policy on the arts. We publish below the main conclusions of the document.

Music

A socialist policy for music must include: the opportunity for more people to hear more live performances of all kinds of music, including rock, jazz and folk; the greater encouragement of talented musicians, singers, composers, and conductors; improved working conditions for all musicians; education for the appreciation of and participation in a wider range of musical experience.

Theatre-in-Education: In 1965, the Coventry City Council, which has already established the first civic theatre, decided to back an innovative plan worked out between the Belgrade Theatre and a panel of local teachers. This was no less than to involve children at school with theatrical programmes relevant to children and to devise a method of using the arts of the theatre and the skill of the teacher in order to involve the pupil in ideas, issues and concepts that arise from and/or affect the lives of the children, their future or their parents.

This was not an imposition on the community but, in fact, the community asking the theatre and the city council for the arts of theatre to be used as a means of education. It has proved to be a success and further TIE teams have developed throughout the country. All are theatre based and controlled by the theatres in conjunction with local authority and teacher representatives.

The theatres to which TIE companies are attached are currently experiencing severe financial crisis due to inflation. They have two choices, one, to offer a genuine community service and let their overheads bankrupt them, or two, to abandon the true purposes for which they were set-up and attempt to make a popular entertainment.

The TIE team is among the first casualties from theatres suffering from inadequate subsidy. Yet TIE has a fundamental part to play in introducing young people to the knowledge of the arts.

Literature

What must reach the situation, which now threatens, where our literature is written only by the genteel amateur, the don, the best-seller or someone with a private income. At present 56 per cent of British authors earn less than £1,000 a year from their books. If we are to ensure that as many people as possible will be reached by our native literature and find in it something which is important and attractive to them then we must make it possible for more writers, and not merely the bestsellers, to live by their writing.

We should encourage greater participation in literature as a community art form. There are many ways in which this can be done. ● By a greater involvement of writers in the community through creative writing classes at every level, in schools, colleges, adult education and art centres.

● Through the production of many more regional and local magazines and books. ● Through local radio and television services. ● Through the greater exploitation of literature in local festivals, with readings and the publication of material in new forms such as leaflets and posters.

Finance

Increased finance for literature, which at the moment is one of the most abysmally underfinanced artistic areas, must come from a variety of sources. Not only should central funds and local authorities play a part but literature is particularly suitable for support from trade unions, industry and colleges, in the form of awards and grants.

Museums and galleries

Support for museums and art galleries is important for they help to maintain our own cultural heritage and show its examples of the cultural achievement of other countries. They must, however, also provide for us the best in the living arts whether it be painting, sculpture or crafts, etc.

Research has shown that poor publicity is an important contributory factor to the general unawareness of existing museums and galleries and the exhibits they offer. It appears, however, that there is a potential interest which must be realized. Museums and galleries tend to see their role in a rather restricted sense, that is as places of exhibition or conservation, and should be encouraged to appeal more directly to the community, for example, through mobile exhibitions.

Administration

We believe that the present structure of Arts Administration needs to be made more democratic, to be decentralized and to provide for effective participation in policy making by consumers, the Government, local authorities, the relevant trade unions and arts management. The Arts Council in its present form tends to reinforce the central-

ization of influence in the arts. The general public, in the way of finding out, for example, the Arts Council's policy, its budget in the way it does it, and other details.

At present Government responsibility is divided between many departments and makes it difficult for artists and the public to have their questions or proposals answered quickly and satisfactorily.

We therefore advocate the setting up of a separate Ministry for Arts, Communication and Education, which will have responsibility for the whole area of the arts, the film industry, publishing, broadcasting and will take the financial decisions on the right at present presenters. The Department of Trade, Commerce and Industry should also be given to the press.

Inflation has so far been the main factor in the Arts Council's budget. The Arts Council received £424m from Government, £15,500,000 from local authorities, and £300,000 from private industry.

Our proposals have led to a sum of approximately £250m, if, of that, something like £10m is to come directly from Government, then this is an order of 10 per cent of the Government's revenue expenditure, including the rate of grant.

The education budget (local and central government) is £5,100m a year at current prices. The Arts Council's budget is £1,000m a year at current prices. The Arts Council's budget is £1,000m a year at current prices. The Arts Council's budget is £1,000m a year at current prices.

Peter Saunders and Eric Levin discuss the failure of the 'discretionary parental contribution' system to provide adequate student maintenance

The case for statutory contributions from parents

The student grant system in this country was introduced as an integrated system after the Anderson Committee Report in 1961. Since then the underlying principles have been maintained, though the level of payments has been continually revised, initially every three years but more recently annually.

The two components making up the total grant are a parental contribution which is related to the gross parental income adjusted for a residual paid directly to the student from the grant-awarding authority. The Government controls two instruments, the overall level of the total grant and the scales on which the parental contributions are calculated.

Changes in the real value of the total grant will alter the financial incentive for all potential students to apply for, universally, while changes in the parental contribution will affect each potential student's willingness to apply for university education, depending on his family's financial circumstances.

The Anderson Committee argued that the total grant should be set at a level "to enable students to take advantage without hardship to themselves or their parents of educational facilities available to them". However, the provision of a total grant to all students would not reduce hardship equally everywhere if hardship is itself related to parental income.

We thus see that the second component of the grant system, the parental contribution, in an attempt to clawback from higher income families the benefits bestowed by the total grant which exceed the benefits required to alleviate financial hardship in such families.

The parental contribution system is an attempt to attain the equal educational opportunity ideal, which is interpreted as a situation in which the financial means of the student and his family are independent of the income of the family.

By altering the two instruments, the level of the total grant and the rates of parental contribution, the Government can thus alter the total and also the income spectrum from which the applicants derive.

In the ideal situation in which all are equally financially free to apply to university, any excess demand for places would be accommodated by a rationing system based purely on academic ability.

Changes over time in the grant system allow us to gauge the climate of Government opinion on both the importance of attaining university, and the attainment of the equal educational opportunity ideal, if we use the Anderson Committee recommendations as a benchmark for comparison, that is we assume that these were optimal in 1961.

Most attention has been focused in the past on the level of the total grant; here we are interested in

the parental contribution, this being of prime importance for considerations of equity.

The Anderson Committee was itself divided on the issue of whether or not the parental contribution scheme should be retained, with a majority in favour of its abolition. In fact the system was retained, although the rates of contribution were lowered quite substantially.

Up until 1974 the rates of contribution expressed as a proportion of net (and gross) income have been steadily increasing, shifting the burden towards the families directly concerned and away from the public purse. However, these changes have affected different families in different ways, as the following examples illustrate.

The Anderson Committee recommended that the parental contribution be expressed as a percentage of net income should be 11.9 per cent and 3.7 per cent for families with gross income (in 1959 values) of £5,000 and £1,500 respectively. The equivalent net income families in 1974 would have paid parental contributions of 12.9 per cent and 9.6 per cent of net income respectively.

Thus the burden has increased by almost 6 per cent for the lower income family while it has fallen by 4 per cent for the higher income family. The increase in the lower income family has arisen because the scales have not been fully adjusted in line with rising prices, while the fall in the higher income family's proportionate contribution is a result of the minimum grant.

The minimum grant has been set (and held constant) at £50 and is paid automatically to all students. This in effect imposes a ceiling on the parental contribution, so that for incomes in excess of the ceiling the proportionate parental contribution thus declines.

If equity is to be maintained, then it is essential that the parental contribution scales be adjusted in line with inflation. If this is not done then in the extreme case where inflation results in all families having incomes which exceed the amount at which the minimum grant is paid (a gross income of about £5,000 in 1974), then all families would pay an equal parental contribution and the equal educational opportunity ideal would be lost.

Furthermore the existence of the minimum grant, which puts an effective limit on the parental contribution, means that once this limit is reached equity is of no concern even under the existing system. The £10,000 a year may pay the same parental contribution as the millionaires.

Of course, given the existing means of paying grants, it would be extremely difficult for the parental contribution to exceed the total grant, since this would imply that the grant-awarding authority would



have to claim the excess from the student rather than pay him the balance as at present.

However there seems to be no reason in theory why the parental contribution limit should not be raised, and the system might require an amended administrative mechanism for actually paying the grant. We return to this point below.

We turn now from an investigation into the justification for the parental contribution system and the rates and changes therein, to the problems associated with the present system of payment of the grant to the students. At present the state component is paid directly to the student by the relevant grant-awarding authority while the parental contribution is paid at the discretion of the parents.

The discretionary nature of the parental contribution means that the payment may not in fact be made, which means in turn that the burden of payment is in fact borne by the student, who does not receive his full grant entitlement, rather than by his parents as intended.

Furthermore this may affect only particular students (it will not affect by definition those students who receive a full grant from the state) so that equal educational opportunity may not be realized in practice.

Those students who do not receive their full entitlement will no longer be free to take full advantage of the educational facilities open to them, while prospective students may choose not to attend university if they are given

prior warning by their parents of entitlement not to pay the full entitlement.

In order to gain some idea of the extent of the underpayment of the parental contribution, we recently undertook a one in three survey of single undergraduate students at the University of Stirling. Information was obtained on the parental contribution entitlement as well as on the amounts received and anticipated from parents.

On the basis of this information we discovered that over 42 per cent of the students did not receive their full entitlement. Of these 22 per cent received underpayment in excess of £100 over the academic year, whereas which was almost one sixth of the existing total grant (£605).

These figures in fact understate the problem since in many cases the student receives the full grant from the authorities but that, in these cases the parental contribution is zero and cannot be underpaid. If we exclude these cases we find that for the students who were entitled to a parental contribution over 50 per cent did not receive their full entitlement.

Many parents provide gifts of cash or gifts in kind such as food and clothing to students, and it could be argued that these such gifts included this would explain why the parental contribution is zero. However, this is not the case.

Even when we allow for the money equivalent of all such gifts and include them in the parental contribution received we find that over 35 per cent of students still did not receive their full entitlement. Of these 16.5 per cent received underpayments in excess of £100.

In fact the figures indicate that parental gifts of this kind are received mainly by those students who already receive their full parental contribution entitlement.

These figures illustrate well the fact that many students do not receive their full parental contribution entitlement, and that there may be more potential students who simply decided not to apply to go to university either because they knew that their parents would not pay their contribution or because they did not wish to impose a large financial burden on their families as well as explain the parental contribution.

The failure of the parental contribution system in practice is at least partly due to failure to fully adjust the parental contribution scales against inflation, which has resulted in an increasing real burden on parents.

It is interesting to note that it is the students with relatively rich parents who suffer most as a result of the underpayment of the parental contribution, since those with less well off parents receive the full grant directly.

If the object of the parental con-

tribution is to place part of the burden of maintaining students while at university on their parents (which it surely is), then measures should be taken to ensure that the burden is in fact shared in this way. Our survey results indicate very strongly that this is by no means the case at present.

The existing system implies an inconsistency in Government policy, since on the one hand Government fixes the total grant at a level deemed to be adequate in the above sense, while simultaneously allowing a system of payment which does not ensure that the students receive their due.

Whatever the rates of contribution the Government of the day considers socially optimal, it is important that these should be compatible with this requires the introduction of statutory parental contributions so that parents are forced to contribute their fair share towards the cost of their children's education.

Under this system all students would then receive equal maintenance allowances, and all would be similarly free from financial hardship in pursuing their studies.

The system could operate by the relevant authorities paying the full grant automatically to all students and then claiming the relevant amount from the parents. This could be done either through the rating system or possibly through the income tax system.

In either case the administrative costs would be minimal and must be weighed against the benefits to students who would then automatically receive the amount deemed desirable by government. It would also be possible under this system to establish the regressive minimum grant and to allow the parental contribution to be a continually increasing function of family income.

Only in this way can the decision in pursuance of university education be made free of financial considerations, thereby achieving the equality of educational opportunity.

We should emphasize that such a scheme can be introduced at almost zero cost and that it does not involve any attempt to investigate recommendations made in 1961 by an official Government inquiry. We also note that the issue of the parental contribution is independent of the size of the total grant as well as explained the parental contribution.

There are strong grounds for the continued existence of parental contributions. However the discretionary nature of such payments results in financial hardship for many students, and inflation, which has resulted in an increasing real burden on parents.

An alternative scheme of statutory payments along the lines we have outlined is now essential. The authors are lecturers in economics at Stirling University respectively.

Open University programmes September 13 to 19

Saturday September 13

- BSC 2**
- 10.00 **Philosophy of Cells and Systems** (1965; 1966; 1967; 1968; 1969; 1970; 1971; 1972; 1973; 1974; 1975; 1976; 1977; 1978; 1979; 1980; 1981; 1982; 1983; 1984; 1985; 1986; 1987; 1988; 1989; 1990; 1991; 1992; 1993; 1994; 1995; 1996; 1997; 1998; 1999; 2000; 2001; 2002; 2003; 2004; 2005; 2006; 2007; 2008; 2009; 2010; 2011; 2012; 2013; 2014; 2015; 2016; 2017; 2018; 2019; 2020; 2021; 2022; 2023; 2024; 2025; 2026; 2027; 2028; 2029; 2030; 2031; 2032; 2033; 2034; 2035; 2036; 2037; 2038; 2039; 2040; 2041; 2042; 2043; 2044; 2045; 2046; 2047; 2048; 2049; 2050; 2051; 2052; 2053; 2054; 2055; 2056; 2057; 2058; 2059; 2060; 2061; 2062; 2063; 2064; 2065; 2066; 2067; 2068; 2069; 2070; 2071; 2072; 2073; 2074; 2075; 2076; 2077; 2078; 2079; 2080; 2081; 2082; 2083; 2084; 2085; 2086; 2087; 2088; 2089; 2090; 2091; 2092; 2093; 2094; 2095; 2096; 2097; 2098; 2099; 2100; 2101; 2102; 2103; 2104; 2105; 2106; 2107; 2108; 2109; 2110; 2111; 2112; 2113; 2114; 2115; 2116; 2117; 2118; 2119; 2120; 2121; 2122; 2123; 2124; 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2292; 2293; 2294; 2295; 2296; 2297; 2298; 2299; 2300; 2301; 2302; 2303; 2304; 2305; 2306; 2307; 2308; 2309; 2310; 2311; 2312; 2313; 2314; 2315; 2316; 2317; 2318; 2319; 2320; 2321; 2322; 2323; 2324; 2325; 2326; 2327; 2328; 2329; 2330; 2331; 2332; 2333; 2334; 2335; 2336; 2337; 2338; 2339; 2340; 2341; 2342; 2343; 2344; 2345; 2346; 2347; 2348; 2349; 2350; 2351; 2352; 2353; 2354; 2355; 2356; 2357; 2358; 2359; 2360; 2361; 2362; 2363; 2364; 2365; 2366; 2367; 2368; 2369; 2370; 2371; 2372; 2373; 2374; 2375; 2376; 2377; 2378; 2379; 2380; 2381; 2382; 2383; 2384; 2385; 2386; 2387; 2388; 2389; 2390; 2391; 2392; 2393; 2394; 2395; 2396; 2397; 2398; 2399; 2400; 2401; 2402; 2403; 2404; 2405; 2406; 2407; 2408; 2409; 2410; 2411; 2412; 2413; 2414; 2415; 2416; 2417; 2418; 2419; 2420; 2421; 2422; 2423; 2424; 2425; 2426; 2427; 2428; 2429; 2430; 2431; 2432; 2433; 2434; 2435; 2436; 2437; 2438; 2439; 2440; 2441; 2442; 2443; 2444; 2445; 2446; 2447; 2448; 2449; 2450; 2451; 2452; 2453; 2454; 2455; 2456; 2457; 2458; 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American news



Simon's Rock: 'newest trend'

Early start fights apathy

from Thomas Cahill

NEW YORK High school and college educators have begun to recommend a broad revision of collegiate and secondary structures so that students may have the opportunity of starting college-level work a year or two earlier than usual.

The recommendations are prompted by pedagogical considerations, by the widely recognized phenomenon of apathy among bright high school students, and by findings of psychologists about natural poor groupings.

The recommendations may also be at least in part forward by administrators of private colleges—be prompted by the need to increase tuition fee income in a time of fiscal crisis.

Two reports sponsored by the Carnegie Corporation—16-20: *The Liberal Education of an Age Group and Continuity and Discontinuity: Higher Education and the Schools*—have helped lay the theoretical groundwork for the new trend. These assert that the last two years of high school are often insufficiently "challenging" to the student, or that, if he is challenged, he will have to repeat his course work when he gets to college because colleges usually make no allowance for the student who has mastered more advanced material in high school.

In addition, the reports contend that 16 to 20-year-olds share in common many qualities that set them apart from "people, say, two years younger or older," that they form a distinct group representing a special stage of psychological development. They are ready to abandon the role work of high school but not yet ready for "specialization"; in short, they are the ideal age group for liberal arts at the college level.

Various arrangements are evolving throughout the country to meet the needs of this newly discovered grouping. One solution is for high school teachers to give college-level courses, after which student achievement is rated by means of a standardized national test, acceptable to colleges.

The Advanced Placement Programme of the College Entrance Examination Board serves such a function. Though it has been in

existence for 20 years, it has been greatly expanded recently and now reaches 67,000 students in 3,525 high schools.

To many colleges, however, this procedure threatens the integrity of their degree. Yale, for instance, finding that up to 25 per cent of its students are eligible for early graduation due to college credits earned in high school, issued this year a 32-page report on the problem of "acceleration."

Considering the duration of time a student spends at a college to be a "vital ingredient" of the bachelor's degree, Yale considered putting an end to "acceleration" on the basis of college credits taken in high school, but decided that it could not do so because this would result in Yale's losing superior students.

To many, the most promising solution is the "middle college"—a separate institution which students may enter after the tenth grade of high school and from which they may receive a BA in four years, thus graduating two years earlier than they would normally.

An example of the "middle college" concept that is attracting considerable attention is Simon's Rock Early College in Great Barrington, Massachusetts. Both Carnegie reports single it out as a model. According to Frank Newman, chairman of the Federal Task Force on Reform in Higher Education, "Simon's Rock is an institution that represents the newest in trends in higher education, one of the major educational reform efforts in the United States."

Located amid the thickly forested Berkshire mountains, Simon's Rock stresses the importance of a dramatic change in environment for the dissatisfied student. The 16-year-old first-year students are subjected to a certain amount of discipline through curfew, mandatory seminars on sex and drugs, but after the first year there are no restrictions on speech. There are no classrooms at Simon's Rock; there are seminar rooms for round-table discussions. This means that there is no lecturing.

It also means, according to Dr. Belvid Whitlock, president of Simon's Rock, that students "can't hide." The faculty student ratio is unusually low—one to six. The charges are correspondingly high—\$4,700 for a year's tuition, room, and board. Simon's Rock is also attractive to major cities including \$500,000 from the National Science Foundation for the purpose of creating a science programme appropriate to its special circumstances.

Dr. Whitlock sees the Simon's Rock experiment not merely as an educational experiment but as a social experiment. "After all," he says, "John Donne went up to Oxford at twelve."

Union plans drive on bargaining

The National Education Association, America's largest teachers' union, is to spend \$92,000 during 1975-76 on driving up bargaining units at colleges and universities in 20 states and establishing service programmes for affiliated teachers' education organizations in eight other states. The service programmes will include legal defence funds for the defence of university and college teachers dismissed without "due process."

Women only courses hit legal snags

from our correspondent

NEW YORK Federal anti-discrimination laws, which came into effect this summer, have produced a confrontation between university administrators and women's studies teachers at the State University of New York at Buffalo over the issue of courses for women students only.

The state university administration has ordered the experimental "women's studies college" at the Buffalo campus to admit men to all its courses from January, 1976, and to rewrite its draft charter by October 25 to allow men to enrol in its courses.

These are the main conclusions of a report on "the declining value of college going" by Richard Freeman and J. Herbert Hellman, of the Carnegie Foundation, at the Massachusetts Institute of Technology, published in the current issue of the magazine *Change*.

The "golden age of higher education" came to an abrupt end at the outset of the 1970s, when for the first time in recent history new bachelors graduates began to have difficulty getting jobs, and the relative income of graduates fell significantly, the authors say.

Over 30 per cent of the graduates of men and 25 per cent of the women in the class of 1972 were seeking non-professional, non-managerial jobs as compared with just over 10 per cent in 1953.

Between 1969 and 1973 college graduates' income dropped from \$3 per cent more than the income of workers with four years of high school to only 40 per cent more. Among 25-34 year olds the drop was from 39 per cent to 23 per cent.

Many young college graduates are having difficulty obtaining any work at all. In October 1972 9.3 per cent of the class of 1972 was out of work, up from 6.5 per cent in 1969.

Like the other 12 colleges it has no resident students and functions more as a university department than as a college in the normal sense.

Since it was founded in 1971 it has run courses "for and about women," an subjects such as Women in Contemporary Society, Women in the Middle East and Health, Sexuality and Feminism.

Disagreement about whether men should be allowed to enrol in all the college's courses has existed between the administration and teachers at the women's studies college since the college's foundation. In January of this year, the result of a decision to grant charters to the 12 experimental colleges, the administration asked the women's studies college to re-write its draft charter, including permission for men to participate in the governance of the college.

As a result of the administration's demand the college went through the proper university procedures to prove that their "all women's" courses were educationally valid.

But during the summer, when the federal anti-discrimination laws came into effect, the administration stiffened its demands.

"Title Nine" states that an educational institution can "neither refuse nor require attendance on the basis of sex." The law makes certain exceptions, as to the case of long-established single sex colleges or educational programmes involving certain types of "contact sports" but none that apply in the case of the women's studies college.

The confrontation at SUNY is likely to be the first of several similar conflicts across the country. Many women's studies teachers believe that at least some of their courses should be for women only. The passage of "Title Nine" is creating a conflict of interest between those teachers and university administrators anxious to conform with the law.

Guards' acquittal may go to appeal

A verdict of not guilty has been passed on 27 Ohio National Guardsmen involved in the incident at Kent State University in 1970 when four students were killed and nine wounded. Mr. James Rhodes, governor of Ohio, was also found innocent of responsibility for the shootings.

The suit for \$46m in damages was brought against the Guardsmen and governor by the wounded students and parents of the students who were killed.

It followed a federal action against Ohio Guardsmen on denying the 13 students of their civil rights, which was thrown out for lack of evidence of intent.

The students were fired on during a campus demonstration protesting against the invasion of Cambodia.

The plaintiffs are now expected to appeal against the verdict to a higher court.

'Class conflicts' forecast if job drought persists

from Frances Hill

NEW YORK The job market for college graduates has been declining sharply since 1969 and will continue to decline at least until the late seventies. This "far-reaching, unprecedented" development will have radical consequences for higher education and even for American society as a whole. The drop in material rewards to college graduates "implicates the virtual end of education as means of upward mobility in society."

These are the main conclusions of a report on "the declining value of college going" by Richard Freeman and J. Herbert Hellman, of the Carnegie Foundation, at the Massachusetts Institute of Technology, published in the current issue of the magazine *Change*.

The "golden age of higher education" came to an abrupt end at the outset of the 1970s, when for the first time in recent history new bachelors graduates began to have difficulty getting jobs, and the relative income of graduates fell significantly, the authors say.

Over 30 per cent of the graduates of men and 25 per cent of the women in the class of 1972 were seeking non-professional, non-managerial jobs as compared with just over 10 per cent in 1953.

Between 1969 and 1973 college graduates' income dropped from \$3 per cent more than the income of workers with four years of high school to only 40 per cent more. Among 25-34 year olds the drop was from 39 per cent to 23 per cent.

Many young college graduates are having difficulty obtaining any work at all. In October 1972 9.3 per cent of the class of 1972 was out of work, up from 6.5 per cent in 1969.

Like the other 12 colleges it has no resident students and functions more as a university department than as a college in the normal sense.

Since it was founded in 1971 it has run courses "for and about women," an subjects such as Women in Contemporary Society, Women in the Middle East and Health, Sexuality and Feminism.

Disagreement about whether men should be allowed to enrol in all the college's courses has existed between the administration and teachers at the women's studies college since the college's foundation. In January of this year, the result of a decision to grant charters to the 12 experimental colleges, the administration asked the women's studies college to re-write its draft charter, including permission for men to participate in the governance of the college.

As a result of the administration's demand the college went through the proper university procedures to prove that their "all women's" courses were educationally valid.

But during the summer, when the federal anti-discrimination laws came into effect, the administration stiffened its demands.

"Title Nine" states that an educational institution can "neither refuse nor require attendance on the basis of sex." The law makes certain exceptions, as to the case of long-established single sex colleges or educational programmes involving certain types of "contact sports" but none that apply in the case of the women's studies college.

The confrontation at SUNY is likely to be the first of several similar conflicts across the country. Many women's studies teachers believe that at least some of their courses should be for women only. The passage of "Title Nine" is creating a conflict of interest between those teachers and university administrators anxious to conform with the law.

Fewer students study abroad

Study abroad by US students has declined sharply in the past two years, according to the most recent census by the World Studies Data Bank. Nearly 43 per cent fewer students participated in foreign study programmes of a year's length in 1973/74 than in 1971/72, and 15 per cent fewer took part in summer study programmes abroad.

Altogether during 1973/74 34,450 US students studied or conducted research abroad in a total of 3,341 international programmes of all types. In 1971/72 50,540 students went abroad to take part in a total of 3,825 programmes. The census

The bleak economic outlook for college graduates is likely to be long-lasting, since the market for them is not "cyclical" or "temporary phenomenon," according to the authors. The number of bachelors and managers jobs began to level off as a percentage of all jobs in the 1970s, rising only from 20 per cent in 1959 to 24.8 per cent in 1974.

And the proportion of the Gross National Product allocated to education and research and development—traditionally employers of large numbers of college graduates—declined during the seventies: for research and development from 3 per cent in 1964 to 2.4 per cent in 1973, and for education from 1 per cent to 7.6 per cent between 1971 and 1973.

At the same time there has been an "extraordinary increase" in the number of graduates seeking work as a result of a boom in college-going. The number of male BAs on the job market is increased by 8 per cent a year, relative to the male work force, from 1968 to 1973, compared with 1.7 per cent annually from 1960 to 1968.

The authors say that the drop in college enrolments since 1967 has been greater than forecast, suggesting that disillusionment with the economic worth of higher education has already set in.

The slowdown in growth will have especially dire consequences for graduate programmes and employment; the drop in enrolments will cut the demand for new faculty and as a result fewer people will undertake graduate training; this in turn will lower the demand for faculty further, reducing still more the numbers enrolling to graduate school.

The principle of tenure is likely to come increasingly under attack as it becomes an obstacle to the only feasible means of attaining flexibility in a retrenchment situation—dismissal of faculty members in order to replace them with those who have more relevant skills and qualifications.

Perhaps the single most important change that could improve the situation of higher education would be the growth of those sectors of the United States economy that require larger numbers of trained graduates and non-managerial manpower.

As a result, the authors say, the growth of those sectors of the United States economy that require larger numbers of trained graduates and non-managerial manpower would be a major factor in determining the future of higher education.

Another useful development would be a reduction by institutions of the "overhead" costs of education, which are often too high to allow for a better education to change. There is a major cause for concern in the growing and continuing economic stagnation in the country, but it is not frequently well depicted in the circumstances of older people.

History faces 'relevance crisis'

Enrolments in history courses have been declining in universities and colleges throughout the United States in the past few years, reports Mr. Richard Kirkendall, executive secretary of the Organization of American Historians, in the *Journal of American History*. In many institutions there has been a widespread swing away from history towards the social sciences, and in others it has been dropped from the list of required courses.

Describing history as a "crisis," Mr. Kirkendall, who is a professor of history at the University of Illinois, has caused it to lose ground in the eyes of those who are seen as more relevant, such as ethnic and urban studies, psychology, sociology, and anthropology.

Sweden

Research bodies go under government microscope

from Mike Duckenfield

STOCKHOLM A plan to give full-time researchers working on state-sponsored projects in universities and colleges a say in allocating a majority of the members of Sweden's research councils (*forskningsråd*) has been presented to Mr. Bertil Zachrisson, Education Minister.

The suggestion is one of three major proposals in a 490-page report by a Royal Commission on the councils. The others are to reduce the number of councils and to make them more responsive to political opinion.

Sat up in the spring of 1972, a year before the publication of the final UGB report, the seven-member commission was chaired by a former chancellor of the universities, Mr. Nils Gustav Rosen, and included Professor Torbjörn Sjöström, rector of Uppsala, Sweden's leading research university.

It was given the job of investigating the number of members on the five councils currently varies from five to 21.

The government nominates the chairmen and roughly half the members. The remainder are chosen by the university faculty boards, the learned academies and some eminent professors.

In future all councils would have 11 members. The government would continue to name the chairmen but only three members, these being representatives of other research organizations such as the Environmental Protection Board.

The remaining seven members would be elected by means of an electoral college procedure. A college for each council would be elected every three years by researchers attending a specially-called congress. Participants would include professors, lecturers engaged in research and research assistants but not teaching lecturers.

To counterbalance this democratization the commission says that a new 13-strong body to be called a Research Councils Commission (*forskningsrådsnämnden*—FRN) should be established. This would be dominated by politicians and staff engaged in research compared with about 3,000 students and fewer than 1,000 staff 15 years ago.

At present there are five research councils receiving support from the Education Ministry. The commission says this should be cut to three with amalgamations between the humanities and social science.

West Germany

Pay and conditions threatened

by Günther Kloss

In the midst of West Germany's worst recession since the end of the war—the GNP is now expected to drop by about 7 per cent in 1975 and there are still over one million unemployed—800,000 on short time—the federal government is now engaged in preliminary planning for the 1976 budget. Formal Cabinet discussions are scheduled to take place later this month.

To keep next year's increase in expenditure below 7 per cent and not to repeat this year's record borrowing of DM40,000m (£7,550m), increases in taxation as well as cuts in current expenditure are under discussion. In view of the 1976 general election and the substantial gift of DM15,000m made in the West German taxpayer at the beginning of this year as part of the much heralded reform of the tax system, the latter is not politically unacceptable.

Major cuts in capital expenditure are also ruled out. Indeed, the federal and Länder governments are trying to stimulate the economy, have just announced a DM5,750m reflationary package to revive above all the building industry. University buildings will, however, hardly benefit from this.

It is thus virtually certain that the required cuts will have to be in the salaries of civil servants, teachers, and other public employees. An absolute security of tenure, has come under fire from many independent observers. As at established universities teachers belong to this category they would be immediately and substantially affected by, for example, cuts in the non-contributory sickness, maternity and death benefits. In the generous non-contributory pensions (75 per cent of final salary, even higher for a full university professor) in cheap mortgages; and in the supplements which are paid according to the size of a married official's place of residence.

University staff alone, although enjoying a more privileged position in Germany, would be powerless to oppose such measures. But the general civil service lobby is very influential indeed, not least because over 40 per cent of members of the public services are civil servants, and can be called upon to fight these proposals.

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France

Academic jobs boost likely in budget

from George Morgan

NICE French higher education is to receive a financial shot in the arm, according to provisional budget forecasts for 1976. Total expenditure, including the state-sponsored Centre National de Recherche Scientifique, will amount to over 5900m. With inflation now running at less than 10 per cent this should mean a real increase of more than 7 per cent as compared with 1975 and is 4 per cent higher than next year's average national increase. The budget proposals are scheduled for parliamentary debate in November.

Emphasis for next year has been placed on creating new jobs and on improving career prospects for younger academics. Two hundred and eighty-four new teaching posts will be made available with priority being given to schools of economics and pharmacy. Great importance is attached in French higher education circles to the annual creation of posts which are interpreted as a gauge of ministerial commitment to university expansion. The 1976 figure is seen as a welcome relief after last year's retrenchment in which the budget provided only 200 jobs.

Universities, however, are still far from the heyday following 1968 when as many as 1,700 posts were created each year. The Minister

claims that the drop is due to a "relaxation" in student intake after a period of rapid expansion. Following last year's figure of 20,000, only 12,000 new students are expected to enrol this October and numbers are expected to level off afterwards by 1977.

The plethora of new jobs in the past 1968 period is now producing an unanticipated career problem. Many of the assistants taken on at this time have been unable to obtain permanent positions in their field. As a result, no lecturers do not enjoy tenure which has placed many academics in a difficult predicament as they approach the end of their six-year contract. This situation gave rise in May this year to a two-month administrative strike among assistants in the schools of law and economics.

Mrs. M. Jean-Pierre Sisson, Secretary of State for Universities, has decided to review all assistants' contracts until a new career structure can be worked out. Meanwhile, she has announced that over the next five years 5,210 suitably qualified assistants will be automatically promoted to full-time posts.

The change will not bring any immediate financial gain for those involved but it will give them the benefit of tenure.

Another significant aspect of next year's budget proposal is the decision to create 90 full-time jobs for recurrent education in universities.

Conecort

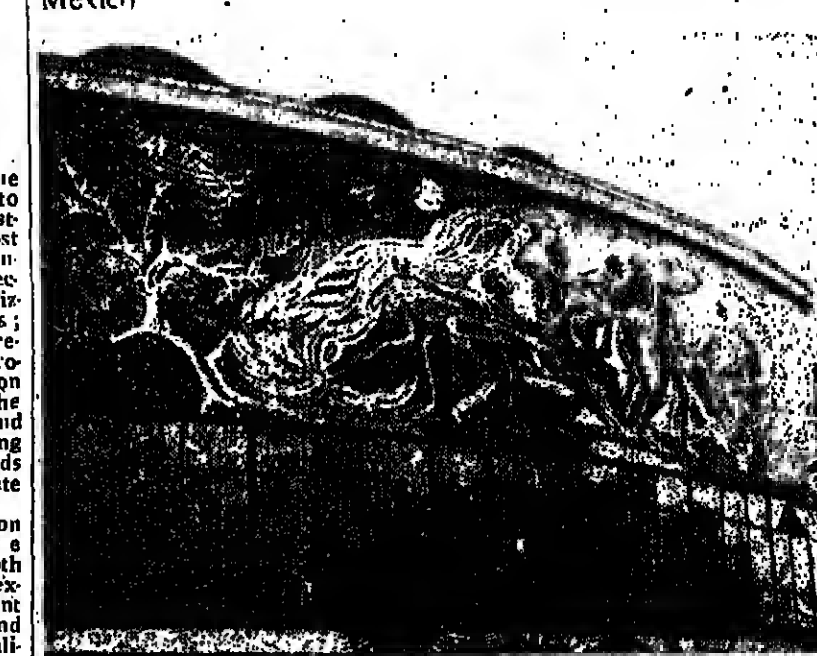
More cooperation on post-graduates

by I. V. Chak

Higher Education experts from the Conecort countries have agreed to take measures to improve post-graduate studies. Among the most urgent tasks identified were: intensification of the exchange of lecturers and researchers specializing in post-graduate studies; organization of joint courses for training and improvement of professional qualifications; elaboration of joint research programmes in the field of postgraduate studies; and joint preparation of teaching material and technical teaching aids for special use in postgraduate teaching and learning.

To put post-graduate cooperation among the Conecort countries on a more binding foundation, both legally and institutionally, the experts have asked the Permanent Working Group for Re-training and Improvement of Professional Qualifications in the Conecort Committee for Science and Technology to start preparations for the setting up of a Conecort Centre for Post-graduate Studies.

Mexico



The National Autonomous University: spreading wings.

World's largest university speeds up decentralization

from Kari Blackburn

MEXICO CITY The National Autonomous University of Mexico in Mexico City is the biggest university in the world with a population of over 200,000. Its campus is vast and its buildings are highly proud of its beautiful views of the mountains, its Olympic stadium and its famous murals.

But the university authorities have now realized that continued growth of the university city at the present annual rate of 13 per cent is incompatible with their academic and administrative goals as defined in the statutes of 1929: "to train professionals, university professors, research fellows and technicians useful to society who would study national problems and generally extend the benefits of culture to the utmost possibilities."

A major recent development in Mexican higher education has thus been the decentralization of the National Autonomous University and the change of commitment from a single university city to several campuses.

University schools are now being built in other areas of the city. The bulk of the National Schools of Professional Studies was opened in April, 1974, in the north-east of Mexico at Cuernavaca and was followed by two more this March. Two further ones will be opened shortly. Like those in university city, the pupils at the National Schools of Professional Studies come mainly from the national preparatory

schools and the colleges of science and humanity linked to them. But, unlike the traditional schools, the National Schools of Professional Studies are more vocationally oriented than most of the faculties of the university city.

The school at Cuernavaca, for example, offers six different career courses: veterinary medicine, chemistry, civil engineering, mechanical engineering, dentistry and administration and accountancy. The school at Ixtapalapa prepares students to be biologists, dentists, nurses, doctors and psychologists and the one at Atlix prepares students for careers in public service.

The two newest schools will also attempt to offer their students good vocational advice so that the wastage from changing subject and dropping out of college altogether is less than in the present university city. Each of the schools expects to have between 15,000 to 20,000 students.

There is already a campaign throughout the schools in Mexico City to inform pupils about the new bulk of other areas of the city. The bulk of the National Schools of Professional Studies was opened in April, 1974, in the north-east of Mexico at Cuernavaca and was followed by two more this March. Two further ones will be opened shortly. Like those in university city, the pupils at the National Schools of Professional Studies come mainly from the national preparatory

NOTICE BOARD

Chairs

Professor R. F. Willets, professor of Greek, has been appointed chairman of the School of Hellenic and Roman Studies in the University of Birmingham from October 1.

Appointments

General W. H. Brown, assistant secretary of the School of Oriental and African Studies, University of London, has been appointed deputy secretary of the British Academy.

Honorary degrees

Universities
Newcastle upon Tyne
DSC: L. A. Hargreaves; Professor J. Peter den Hartog.

New University of Ulster
D.Litt: Mr Elliott Lee Richardson, United States Ambassador to the Court of St James.

Corrections
In our issue of August 8 Dr Roland Hayter who has been awarded the degree of doctor of science (not an honorary degree) by the University of Manchester was incorrectly placed in this section under Reading University.

Recent publications

Graduates should be certified? and The Career of Equal Opportunity are two leaflets recently published by the Association of Certified Accountants, Bedford Square, London. The first aims to dispel the false image of the accountancy profession and the second to recruit girls. Both are available free of charge from the association, Bedford Square, London.

The Centre for Continuing Education at Sussex University has just published its prospectus for 1975-76 which lists the location of community courses, subjects offered, Saturday schools, professional and evening courses. The prospectus is available from the continuing education building, University of Sussex, Brighton.

The Educational System of Scotland and Scotland's Schools Today are two booklets produced by the Scottish Education Department describing the framework of education in Scotland. The former looks at the whole range of educational provision and is intended to explain the system to laymen and visitors. The second, prepared in consultation with the Scottish Education Commission, is intended for employers and parents considering moving to Scotland. Both are available from HMSO, 49 High Holborn, London.

The Production Handbook of Pollution Control is a reference book reviewing the causes of pollution and summarising the effects of common pollutants and methods of control. The legal and public relations aspects of the subject are also covered. Available from Osborn Ltd, Unit 5, Seager Building, Brooklands Road, London, Price £1.50, postage included.

Forthcoming events

Information on an ensemble of four woodwind instruments at the Institute of Contemporary Arts, Nash House, Carlton House Terrace, London, on September 15 at 8.00 p.m. The group will play new live electronic compositions by Jim Souter. This is their first performance in London for a year and the only one in 1975.

The National Society for Clean Air are holding an International Clean Air and Pollution Control Conference in conjunction with the 1975 annual conference to be held from October 20-24, 1975 at the Dome Brighton. Fee: £30.00. Registration forms from: the NSCA, 100 North Street, Brighton.

The University of Oxford's Department of External Studies is holding a weekend course on Planning—An Introduction for architects and planners. October 25-26 at Rewley House. Fee: full residential £10.50, shared £2.50, single £4.50. Without meals £1.50. Registration forms from: the Director, External Studies, Department of External Studies, 1, Wellington Square, Oxford.

Grants

Universities

St Andrews
Chemistry—Dr C. A. Vincent—£6,950 from the Science Research Council for a project involving a study of the electrochemistry and physical chemistry of some solid state electrolytes and their application in solid state batteries.

Queen's Belfast

Zoology—£11,437 from the SRC to support research on the surface of various parasitic organisms, under the direction of Drs Thredgold, Hutton and Glick.

Chemistry—£7,981 from the SRC for research on the influence of vibrational excitation on gas-phase reaction rates under the direction of Dr W. D. McTear; £6,950 from the SRC for research on carbonyl radical ions and their reactions under the direction of Dr J. Grinstead; £6,950 from the SRC for research on synthetic approaches to cyclic and macrocyclic compounds via carbene-metal complexes under the direction of Dr J. J. Rooney and Dr M. A. McKerran.

Medical and Industrial Engineering—£17,515 from the SRC for continued research on influence of infection and healing parameters on strength and deformation properties of the myocardium under the direction of Professor P. P. Benham and Dr R. J. Crawford.

Pure and Applied Physics—£5,142 (supplementary) from the SRC for research on fuel ion and ionization collision processes under the direction of Professor H. B. Gilbody.

Applied Mathematics and Theoretical Physics—£7,600 from the SRC for research on theoretical analysis of electron atom scattering and photoionization processes under the direction of Professor P. G. Burke; £4,330 from the SRC to support a senior visiting fellow to work under Professor D. R. Bates.

British

Civil Engineering—£8,355 (supplementary) from the SRC towards an investigation on future of stiffened steel bridge decks.

Mental Health—£8,042 from the Social Science Research Council towards an investigation into the career of the mentally handicapped patient.

Pharmacology—£7,908 from the Wellcome Trust for continued research on the functional role of salivary serine proteases (kallikrein) to health and disease.

Physiology—£5,906 from the Muscular Dystrophy Group of Great Britain towards the first year of a three year study of the motor unit composition and the reflex and voluntary control of muscles of normal and abnormal human subjects.

Brunei

Electrical Engineering—Mr H. M. Lea—£19,500 from the British Library for research on parallel processing for information retrieval systems; Professor I. Aleksander—£17,500 from the SRC for research on synthetic elements for parallel processing.

Social studies—Miss A. Lancaster—£15,277 from the Department of Health and Social Security for research on low dependency mostly handicapped adults in relation to the entry requirements of community hospitals.

Chemistry—Professor C. W. Kirby—£6,950 from the SRC for work on synthesis of structurally modified sulphur bridge dioxipropylamines; Dr E. W. Colvin—£6,950 for work on synthesis of macrocyclic compounds.

Natural Philosophy—£14,447 from the SRC as a maintenance grant for research on linear accelerators.

Mathematics—Professor M. S. Wilkins—£4,675 from the SRC for work on phase and period control in the circadian rhythm of CO₂ emission in leaves of Bryophyllum fedchenkoii.

Edinburgh
Artificial Intelligence—£45,000 from the SRC for research into computer modelling of perceptual processes and cognitive development under the direction of Dr J. A. H. Hume.

Genetics—£8,242 from the Cancer Research Campaign for research on localization of specific viral genomes within transformed cells and tumours by molecular hybridization, under the direction of Dr K. W. Jones.

Nottingham
Physics—Professor E. R. Andrew and Dr W. S. Moore—£69,152 from the SRC for research in the application of laser spectroscopy to the study of the properties of the Earth's atmosphere.

Architecture Research Unit—£4,941 from the Department of the Environment in support of research on the environmental impact of the proposed new airport at Luton, under the direction of Mr P. Malpas.

Forestry and Natural Resources—£2,465 from the Department of the Environment in support of research on the environmental impact of the proposed new airport at Luton, under the direction of Dr J. M. Cuthbert and Dr W. E. S. Mutch.

Nursing Studies—£12,147 from the King Edward's Hospital Fund in continued support of research into the evaluation of management audit for the nursing services.

Electrical Engineering—£25,116 from the Ministry of Defence in support of research on the development of a tapered surface acoustic wave delay line using 20 aluminium nitride on sapphire substrate in MODPEIRAE specification WE611 under the direction of Professor J. H. Collins.

Centre for Tropical Veterinary Medicine—£26,814 from the Ministry of Overseas Development in support of research on epidemiology, immunology and diagnosis of infection with trypanosomes under the direction of Professor Sir Alexander Robertson.

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BOOKS

Patient as Job—smiling at grief



"I am young and you are very old, therefore I was afraid." Plate 12 from William Blake's "Illustrations of the Book of Job".

Passages such as this (which read very differently in the Authorized Version) hardly excite the reader's sympathy for Job and his cause. Yet *The Book of Job* is an epic poem of great power, and it is the epic's humanity of Job himself which makes the long chapters of self-justification credible. Between the beauty of much of the writing and the smothering feeling that Job's problem could be our problem—we are hooked. Job himself pulls no punches. In unequivocal terms he rails at God for creating him and putting him into a world of injustice and pain. Like C. S. Lewis in his report of his own grief at the death of his wife (4.4.1964) *Observed* Job is accusing God of being a "cosmic sadist" and challenging him to justify his behaviour. Kahn relates this reaction to the depressive illness which commonly follows major loss. Job's most prominent emotion is not depression but anger, and I can see no reason to label this as anything but severe grief with all the aggravation which goes with it. Kahn is aware of the close links between grief and depression, but his theorizing has not advanced beyond the speculative formulations of Freud and Melanie Klein, and he makes only passing reference to the "depressing" work of Bowlby.

Martha and other recent writers, who have greatly advanced our understanding of the nature of grief and mourning. To Bowlby, the most prominent feature of early grief is "his urge to restore the lost person" or, in the case of a more complex loss, "the urge to restore the world whose loss is threatened by the disaster." Kahn points out the extent to which Job's basic assumptions about God and about the meaning of his world are called in question by his misfortunes. He rightly points to Job's struggle to hang on to his old conception of the world.

Job insists that what has happened must be some dreadful mistake, and that he has only one complaint against God and put his case to Him in prayer for the matter to be put right. For him to admit either that suffering is not a punishment for sin, or that he has committed a sin deserving punishment of this magnitude, requires too great a change in his view of God and the cosmic order to be thinkable.

In Bowlby's view depression arises when a person gives up his attempt to recover what he has lost and is a necessary stage in reintegration. Thus, on a episode of depression carries within it an element of acceptance and the possibility of a fresh start. Clinically, it is often associated with feelings of guilt and self-abuse. These are evident in Job's state of mind after his confrontation with God rather than, as Kahn seems to indicate, before it. "I am young, I repent in dust and ashes" (42.6). However, this state of mind is only mentioned briefly by Kahn.

Psychoanalytic mapping of personal contours

English and foreign. If you find this in 18 out of 20 judgments re: little people English and unreliable equals foreign then from this statistical association you might infer a conceptual association. Hundreds of forms of grid and modes of analysis have been devised from varying psychological purposes and many of the maps of people's inner linkages they have provided have proved informative in studies of politics, children, friendship formation and so forth.

For rich though grid method has proved itself to be, Kahn regarded it as an overstatement of the theory and might well have been dubious about the present fashion for taking up the grid and neglecting the theory.

In terms of retaining centrifugal theory with grid method, Dr. Kahn is unimpressed. He begins with a useful summary of personal construct theory but makes it clear that in using grid in "psychotherapy" he translates them into psychoanalytic terms. Indeed the mini ingenious chapter in the book is an interpretation of types of grid performance into Freudian terms. Thus, a failure by the subject to provide a "feeling construct" or a failure of such feeling (particularly sexual) constructs to form an adequate part of the manifest structure of the grid is seen as repression and denial.

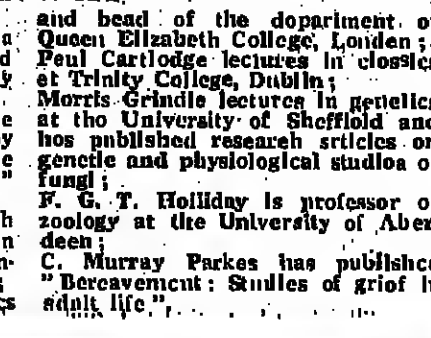
The limitation of the book derives partly from Ryle's adherence to the method of "grid analysis" only (Ryle's system) and partly from a parochial view of the literature. Thus interesting aspects of construct theory such as "loosenedness" whereby a construct becomes derelict because elements are seen as being at one pole ("all people are really good") are missed because they are not part of Ryle's standard construct theory but makes it clear that in using grid in "psychotherapy" he translates them into psychoanalytic terms. Equally, to say that construct theory has not "generated an active therapeutic programme" without reference to the work of London (The Psychotherapy of Personal Construct Systems) or Ross (Personal Change and Reconstruction) is foolish.

Ryle's grid work with individual psychodrama patients has its own fascination and some of his contributions to the method are of prime interest, eg. his dyad grid of relationships in which the subject is asked to rate Mary as seen by John and Fred as seen by Alice and so forth. However, he fails to deal with either theory or method in a challenging way and it might best be judged as an interesting series of notes for a beginner or a better book that he may write later.

Donald Bannister

Noticeboard is compiled by Patricia Santinelli and Myrna Monsman

Fungi potential



D. C. Watt reports on the 14th international congress of historical sciences.

Historians' in-fighting keeps conference dreariness at bay

The Fourteenth International Congress of the Historical Sciences met at San Francisco on August 23, 1975, at the Fairmont Hotel, all Victorian splendour on the top of Nob Hill, the steepest of all San Francisco's hills—a cable car ride from the city.

The airliner comes in at 33,000 feet with the whole city, the bay, and the Golden Gate and Oakland bridges lying like a child's model below wisps of cloud. It circles and suddenly you are coming across the bay at wave top height to land 20 miles along the coast at San Francisco airport, a long bus ride from the city.

Conferences are always lonely affairs, especially to begin with and especially for the delegates from abroad. To establish one's feeling of identity needs more than the labels and ceremony of registration. The conference officials bear the brunt of delegates overplaying their importance, asking naive questions simply to restore, in Nigel Deakin's words, the assurance of their own self existence.

Delegates add to one's feeling of isolation to other members of their own delegation, occasionally recognizing the Russian and French, trapped within their own monolingual cultures, seem ubiquitous and yet especially beleaguered by loneliness.

There are East Europeans everywhere. Ninety Russians, 120 assorted Czechs, Hungarians, Bulgarians, East Germans, Romanians and Poles. Sixty-six Frenchmen, 50 from Italy, but only a very small assortment from the Third World, Japan and South Korea. Sending the largest delegation. A scattering of Lebanese, Iraqis, Moroccans.

One characteristically lunatic scene, a delegate from Elko deep in conversation with a young historian from the Cameroon, their common language German. There are 1,485 delegates in all from 60 countries, few are told, came to San Francisco than went to Moscow, score of the last international congress five years ago.

Yet this is America. Our hosts are the American Historical Association. By great art twisting a few major figures from the east and west coast to speak or to chair meetings. R. R. Palmer, Gordon Craig, John Forehand, Gordon Wright, David Landes from Stanford. But the mass of American academic historians, let alone graduates are conspicuous by their absence. Certainly come will be abroad on research or travel. Many are hit by the budgetary crises of American universities today, which one only knows one conference a year for these who rate it.

Half the 10,000 or more members of the AHA are Americanists, uninterested in other issues and convinced that no non-American work is worth their notice. The linguistic ability of the younger historians, or so their seniors say, is so minimal as to keep them away. The AHA however must have hunged the publicity, though, because knows, the programme is of a dreariness that would tax the most trustful of PR men to make appealing.

But more of that later. At least British historians out of the dilemma for this. Seven years ago in the preliminary to Moscow, the British national committee decided to boycott the congress as a protest against the Soviet suppression of Dubček's Czechoslovakia. The bureau has a Russian president and a lung memory. Three British historians only appear as speakers on the programme, one more than the Mongolian. Two British suggestions were accepted.

Funds available to the British national committee just about covered the air fare to San Francisco for three people. Not that there was anything as formal as a British delegation, with only a single Scottish university representative and no one from Wales. Oxford's Geoffrey Riley, London's Eric Hobsbawm and your reporter, Liverpool's D. B. Quin and Basil Hall, Exeter's Walter Minchinton, the Open University's Arthur Marwick, Sussex's Victor Cramwell, Commander Waters from the National Maritime Museum and Sir William Deakin from the British committee for the history of the Second World War were the only two of even quasi-official status.

The first international congress met in Paris in 1900. The congresses are summoned by an international committee whose archaic constitution prescribes a bureau consisting of a president, two vice-presidents, a secretary-general, a treasurer, a secretary-general, and two council members. Below them is a general assembly composed of one voting member and one non-voting member from each country that belongs to the committee. This met twice during the congress, once to elect new officers, once to assess the results of the conference.

The opening meeting was stormy. The Soviet acting president, E. M. Zhukov, was under instructions to prevent the election of the West German vice-president, K. D. Erdmann, by his successor, and tried to do a deal before the assembly met. The deal would be an American nomination for successor to a Soviet historian for successor. This the Americans wisely turned down securing Gordon Craig's election as vice-president.

The Soviets also tried hard to get the class of Sofia recognized for the 1980. Rumours in place of Bucharest. Rumours in place of Bucharest. Rumours in place of Bucharest. This failed too and relations between Zhukov and General Zhilin, of the Soviet delegation, seemed uneasy.

The secretary-general, Michel François of France, and the treasurer, Benedetto of Italy, gave themselves successfully re-elected, with Erdmann as president. But François had to listen to a furious attack on the Irish delegate, Kevin Nolan, in favour of English bolog estate, published on an equal footing with French on the language of the general assembly; his attempt to rule English out of order was overruled by Zhukov who told him the language of learned discourse was 50 years out of date.

But François succeeded in stating the bureau, give it regional meetings and to allow the international commissions for specialized branches of history represented at the general assembly a larger say in the making of policy.

The Vienna congress of 1965 barely avoided condemning the war in Vietnam. The Moscow meeting was boycotted over the Soviet intervention in Prague. San Francisco was confronted with a letter from one of the Slovak historians who lost his job in 1968 for backing Dubček. At first sight the programme offered no room for such a document. But a determined West German, officially commenting on the first paper, a 95-page Soviet blockbuster with six authors on "The Hitlerian and Socialist" broke ranks to read it to the first meeting.

One very young American historian rebuked the Soviet author of a variable "Quotations from The Origin of the Idea of Coexistence" for lack of pro-

fessionalism, command of documentation or a sense of history. And the 11 or so members of the Soviet delegation who chose to comment on this paper were more reminiscent of lay preachers addressing a meeting of rotarians, long on uplift and remarkably short of anything that would mark them as professional historians.

About the programme the less said the better. M. François resigned as secretary-general because he was so over on his American hosts for every minor fault of administration. There was a feminist demonstration against the lack of any meeting on the subject of "women studies". There might just as well have been one against the absence from the programme of any of the issues now absorbing western historians, psychohistory, quantification, feminism, structuralism, Braudelian studies, indeterminacy, name it and it was not there.

The intellectual clock of the horizon clearly stopped somewhere in the early 1920s. Little wonder that American hosts stayed away in droves. The quorum was maintained by R. R. Palmer, Eric Hobsbawm, and a few others. Dublin that historians should be true to their art and not act as paid servants of current politics and policies simply struck the serious ranks of historians with total incomprehension. The remark that they seemed to have to consult the Public Record Office to write the history of the 1930s in the absence of free access to their own archives struck rather closer to the knuckle.

The conference closed with the new president, K. D. Erdmann, expressing marked dissatisfaction with the format of the major meetings, which had turned, he said correctly, into a series of unrelated set pieces and needed a rethinking. He was met by a demand from the Soviets that even the final arbitration, a set piece by David Landes, should have given them a chance to reply. The president clearly has his work cut out.

The new bureau has a Polish vice-president, four old members from Spain, Rumania, Belgium and Canada and three new from India, Norway and Italy plus Zhukov. The final general assembly still gave an impression of unending damned out of outlook. The Yugoslav demand that the next conference discuss the Middle Eastern crisis of 1973-75 does not augur very well for the exclusion of the politics of demagogues at San Francisco. But that is five years in the future.

It remains true that apart from the occasional Russian and American the standard set by the British and Irish historians in delivery and presentation, in projection both of general level of scholarly mumble and of the bulk of the delegates seems the more depressing. Perhaps it is regarded as demagogues for academic historians to other countries to make their subjects sound warm and interesting. At any rate, it is part of the purpose of these conferences is to make possible a complicity of the general level of scholarly activity to the different countries. Eric Hobsbawm's personal performance in the symposium on revolution would suffice alone to put the British history at the top of the table.

Two memories remain: the beauty of San Francisco and the wit and wit of the delegates. And one conference joke: the commission of international pour la diplomatie (or poléologie) became in the official programme of the conference the "international commission for diplomatic history".

The author is professor of International History of the London School of Economics.

Academics abroad—GHANA

The lessons learned at Ghana's casual campus

I have reached a milestone in my career—the completion of my first four-year contract as a university lecturer. Since I was teaching at the University of Ghana, and since this was not only my first appointment but also my first experience of living abroad, it is perhaps not surprising that I feel strongly that I have learned more than I taught, and found more questions than I have given answers.

I have learned, for one thing, that there are places in the world where lecturers have status and that even though my students were often much older than me (and one case older than my father), I was always treated with great respect and politeness.

I am sure that neither I nor any of my fellow students were as curious to junior lecturers. I do not know whether it was my occupation as a nationalistic, but this politeness was the general rule outside as well as inside the university.

I learned how quickly one adapts to a completely different working routine. My working day could theoretically stretch from 7.30 am to 5.30 pm and I did in fact have many 7.30 classes. This would be unheard of in a British university—getting to lectures would be a major transport headache—but it was very practical in a climate where the early morning was the most comfortable time of the day, and where almost all the students were resident on the campus.

Although these were frequent occasions in the Ghanaian press from the university was divorced from the practical life of the country, protected by its ivory tower. It seemed to me that, whether or not they were politically active, only the very rich academics could insulate themselves from life's problems.

My own "Dory's Diary" would have been very full indeed, but not of exclusively university business. A great deal of time was taken up with having cars fixed, water and electricity supplies repaired, taking a servant to the hospital, searching the town for a car gas, beer, sugar or whatever else was in short supply.

I learned that the "town and gown" distinction applies even in Ghana, perhaps more forcibly. There are many British businessmen in Accra who form a community entirely separate from their compatriots to education. All we shared was our nationality (most in avowedly the party on the Queen's Birthday party) and the problem of being paid in a non-convertible currency.

In all else we are worlds apart. They resented what they considered my "easy" working day, and I envied the extent to which they were insulated by their compatriots from the day-to-day difficulties outlined above.

There was no problem of the contrary could not handle or provide for. If there are ivory towers in Ghana they are not towers of education, but the air-conditioned commercial houses of the large corporations.

The towers of the University of Ghana overlook a campus which seems, at first glance, strangely out of place. It is a collage of buildings based on a system of halls, each with its own master, tutors and common room (from one of which all women are banned), and it even boasts a municipal organization—a little which evokes for me the image of a Chaucerian manor.

In this case, however, appearances are deceptive—rarely is high table food in any of the halls very different from that served on low table, and high table is not uncommon to the short and the shirking.

It is not a university of entirely rigid traditions. Although there are a few night, petticoats of living can change rapidly as, for example, last for the first time to opt out of eating in hall and buy or cook their own food.

Teaching at Legon gave me a valuable new perspective on my own literary and linguistic viewpoint. Literature dealt in universals, but I had never realized before going to Ghana how much these universals are expressed through a very parti-



African students treat lecturer with great respect.

cularized and localized system of values and culture. To us the birth, resurgence of the spring, and the complex patterns of events rarely need to be overtly expressed. This is not true of someone from a different climate.

Consider also the use of the terms "black" and "white" in literature in English, or the problems presented by Chaucer's Wife of Bath, with her "gas-tube" smile would constitute a great beauty by Ghanaian standards.

The students were very bright and very conscientious but there was inevitably a threshold beyond which they could not step in dealing with a culture they had only ever seen vicariously. For my part, I could never get as much out of the Achaian folk tales as a Ghanaian, because they were not written with me in mind.

The logical answer is, perhaps, to study literature which has the same literature base as the student, the literature of black Africa. It is always easy to get students to identify with African literature, but it was more difficult to see beyond their emotional reactions, born of familiarity, from a true appreciation of the quality of the writing.

A novel which is set in a familiar locality, with characters resembling people you know, is bound to be appealing, but it is also bound to be familiar. The real difficulty is to establish some kind of standard in this very new genre.

I also encountered problems in English language which I had not considered before, and these were found well outside the classroom. I expected the English used in Ghana to be different from British English. Inevitably I was wrong. The English used in Ghana is not in the least different from the English used in Britain.

However, I was not prepared for the great concern felt by Ghana about grammatical deviation from British English. Should these differences be regarded, as some would suggest, as "local variety markers" characteristic of Ghanaian English, or should they be regarded as errors?

This theoretical problem of class-ridden traditions. Although there are a few night, petticoats of living can change rapidly as, for example, last for the first time to opt out of eating in hall and buy or cook their own food.

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Geoffrey Riddell

The author was until recently lecturer in English at the University of Ghana.

Classified Advertisements

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DEAKIN UNIVERSITY

Geelong, Australia

PLANNING DEANS AND ADVISER ON COURSE DEVELOPMENT

The Internal Council of Deakin University wishes to make seven professional appointments to 1976, six of which are for persons who will be Planning Deans and one who will be the Adviser on Course Development.

The University is to provide tertiary courses for students attending the University and, by means of external programmes, to qualified persons within and outside the State of Victoria.

The University is in enrolment and in offer courses, not later than 1976, it will extend some or all of the faculties of the Division of Technology and the State (Teachers) College at Geelong. The six schools will be: a 100 hectare site at Warrnambool, 35 kilometres south of Geelong.

The academic development will build on the existing strengths of the Division of Technology and the State College, but there will be ample scope for imaginative development and the University is seeking individuals who are keen to innovate. New courses will be developed in all the areas listed below. Means will be developed for actively encouraging interdisciplinary work in all levels, without necessarily abolishing discipline-based departments. External studies programmes will be developed in association with internal teaching activities, and there will be study centres in Ballarat and Bendigo and other appropriate places in Victoria.

The six schools previously nominated, for each of which a Dean is sought, are:

Business Studies
Education
Engineering and Architecture
Liberal and Creative Arts
Pure and Applied Sciences
Social Sciences

The University has recently appointed Professor F. H. Jenson (Professor of Liberal Studies in Science, University of Manchester) as the first Vice-Chancellor of the University. Professor Jenson will take up his appointment in January, 1976.

Applications are invited for appointment in 1976 in six of the faculties of the University. Applicants will join the Vice-Chancellor in membership with other members of the Academic Planning Board and will be expected to play a major role in developing undergraduate and postgraduate teaching in their fields, including interdisciplinary studies, existing in developing external studies programmes, and implementing programmes of research.

They will also be expected to serve as the Dean of some (or equivalent designation) of the schools of study which we will be establishing. The normal tenure of the Dean will be five years. In the first instance, with subsequent appointments from senior staff members in the school for a three year term.

The current salary for a professor is \$42,569 per annum. There will be a supplementary allowance.

Applications are invited for appointment in 1976 in the position of Adviser on Course Development. The appointee will join the Vice-Chancellor in membership with other members of the Academic Planning Board. The Adviser and his staff will work with staff from other departments to help to make teaching strategies explicit, to examine the use of various approaches and methods for teaching and student development, and to help in critically examining the advantages and disadvantages of the different approaches and methods. In doing so, learning and teaching materials will be developed for use by external as well as internal students. For this reason, the Adviser will be responsible for organising and allocating the external-study programme.

The current salary for a professor is \$42,569 per annum.

GENERAL INFORMATION

Letters of application, with a curriculum vitae, a passport-sized photograph and three references of three academic referees, should be sent to: The Chairman of the Internal Council, Mr. P. N. Thomas, P.O. Box 825, Geelong, 3220, Victoria, Australia, as late as 10.00 am on 10 October, 1975. It is hoped that invitations can be sent in selected process before the end of 1975 to those applicants who take up their positions as soon as is practicable in 1976. Applicants resident in the United Kingdom, Europe, or Africa, should send a copy of their application to the Association of Commonwealth Universities (ACU), 10 Gordon Square, London WC1H 0DP by the same date.

Further information on current courses in the Division of Technology and the State College, a tentative proposal for Deakin University academic development, and any general information required on Geelong and the University can be obtained from the Vice-Chancellor, Deakin University, or to the Association of Commonwealth Universities (ACU), 10 Gordon Square, London WC1H 0DP by the same date.

Professor Jenson (Department of Liberal Studies in Science, University of Manchester, Oxford Road, Manchester, M13 9PL) will welcome enquiries for general information on planning, suggesting that they give him the material provided by the Deakin University office.

The Internal Council reserves the right not to make an appointment or to make an appointment by invitation at any time.

BATH THE UNIVERSITY ASSISTANT ACCOUNTANT

Applications are invited from professional accountants for the position of Assistant Accountant. The successful candidate will be responsible for the day-to-day running of the University's financial affairs. The post is full-time and the salary is £12,000 per annum. Further particulars are available on request from the Secretary, Bath University, Bath, BA1 1BN.

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The British Council

Invites applications for the following posts:

Instructors in English Language (Kuwait)

English Language Centre, University of Kuwait
Degree plus either MA or Diploma in TEFL at Applied Linguistics. Three years' TEFL experience (5 years) for Diploma candidate.
Salary: £2,915-£3,686 pa, tax free.
Benefits: special allowance 25% of basic salary; COLA; housing and transport allowances; annual passage-paid leave. One-year contracts, renewable. 75 AU 4-18

Lecturer in English (Mali)

École Normale Supérieure, Bamako
Degree, TEFL qualification, overseas experience and knowledge of French essential.
University teacher-training experience desirable.
Salary: £3,385-£4,264 pa, tax free.
Benefits: overseas and children's allowances; free furnished accommodation; annual passage-paid leave. Two-year contract. 75 HT 9

Romany fees are paid. Local contracts are guaranteed by the British Council.

Please write, briefly stating qualifications and length of appropriate experience; quoting relevant reference number for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1V 2AA.

HERIOT-WATT UNIVERSITY

DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING

Post-Doctoral Research Fellow is required to undertake an investigation, supported by the Science Research Council, into the dielectric breakdown of liquid and gaseous insulators and in hollow/solid combinations.

Candidates should be qualified in electrical engineering or physics and have experience of low-temperature, gaseous discharge or dielectric phenomena be desirable.

The appointment will be for three years at an initial salary up to £3,768 per annum, together with US.

Application form and further particulars may be obtained from The Secretary, Heriot-Watt University, Chambers Street, Edinburgh EH1 1HX. Please quote reference number 148/7008.

LECTURER IN GUIDED VEHICLE SYSTEMS

Applications are invited for the above post to the Department of Transport Technology from candidates with qualifications in vehicle systems, a knowledge of vehicle dynamics, a knowledge of the economics and operation of tracked vehicle systems and a knowledge of the mechanics of the vehicle.

The successful candidate will be required to teach on departmental programmes and to direct and undertake research.

Salary will be in the range £2,710-£3,686 per annum, depending on experience and qualifications. Further particulars are available on request from the Secretary, Loughborough University, Loughborough, Leicestershire.

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LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

MATHEMATICS RESEARCH

Applications are invited from suitably qualified mathematicians for a Research Fellowship in the Department of Mathematics. The Fellowship is for three years duration.

Applicants should ideally be post-doctoral mathematicians who will work on the algebra of multivariable control systems in close collaboration with the Control Systems Centre at UMIST. Salary will be on a national scale rising to £5,022 plus threshold payments of £83.52.

Postdoctoral requests for further details and application forms to: Assistant Registrar (Establishment) ref: 75/7Mo (1).

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AUSTRALIA STATE COLLEGE OF VICTORIA

AT BUNNATH/MAJALAH EDUCATION INSTITUTE IN BUNNATH/MAJALAH

Applications are invited from suitably qualified persons for the following positions:

1. English Language Centre, University of Kuwait

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Polytechnics
continued

LECTURER IN LAW
To join an existing teaching staff of our Institute in Law, which is business and professional studies. An interest in Company Law, Taxation and Commercial Law will be an advantage. A sound knowledge of English Law will be an advantage. The salary will be in the range of £12,000 to £15,000 per annum.

LECTURER IN MANAGEMENT ACCOUNTING
Applications are invited from qualified accountants (preferably C.M.A. and graduates) to fill a vacancy in the Accounting Department.

LECTURER IN ECONOMICS
This post holds a young person with a recent postgraduate qualification in Economics and a strong interest in Applied Economics or Social Economics.

LECTURER IN GOVERNMENT (Social Administration)
To teach an existing under graduate course in Government and Social Administration. The post holder will be responsible for the development of the course and the supervision of students. The salary will be in the range of £12,000 to £15,000 per annum.

LECTURER IN CIVIL ENGINEERING
Applications are invited from qualified engineers with a recent postgraduate qualification in Civil Engineering and a strong interest in the teaching of Civil Engineering.

LECTURER IN SYSTEMS ECOLOGY
Applications are invited from qualified scientists with a recent postgraduate qualification in Systems Ecology and a strong interest in the teaching of Systems Ecology.

LECTURER IN CIVIL ENGINEERING
Applications are invited from qualified engineers with a recent postgraduate qualification in Civil Engineering and a strong interest in the teaching of Civil Engineering.

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Colleges of Education



RE-ADVERTISEMENT

Applications are invited for the post of

**LECTURER IN
EDUCATIONAL PSYCHOLOGY**

Applicants should be appropriately qualified men or women preferably with a good Honours Degree in Psychology or its equivalent. A special interest in Developmental Psychology and Educational Assessment would be an advantage.

This salary scale is £2,115 rising by 14 increments to £6,195 with placing for appropriate experience.

Further particulars and forms of application may be obtained from the Principal, Craigie College of Education, Ayr KA8 0SR, to whom completed forms should be returned by 27th September, 1975.

**S. MARTIN'S COLLEGE
LANCASTER****Appointment of
PRINCIPAL**

Applications are invited from men and women for the post of PRINCIPAL, to succeed Dr. Hugh Pollard who will retire on the 31st August, 1976. The College is a Church of England College of Education for the training of teachers, with impending diversification, and the person appointed should be a member of the Church of England.

Applicants should have experience in teacher training or in a relevant field of educational administration. The present salary is fixed at the maximum point of Group 5 in the Payment range of salaries for Principals and the appointment will date from the 1st September, 1976.

Application forms and further particulars may be obtained from the Clerk of the Governors, S. Martin's College, Lancaster LA1 3JD.

**KINGSTON POLYTECHNIC
GIPSY HILL****LECTURER IN
EDUCATION**

Applicants should have a special interest in one or more of the following areas:

- Middle School
- Health Education
- Education Psychology

Salary £3,279-£5,493 p.a. plus London Allowance. Further details and application forms are obtainable from the Assistant Director, Kingston Polytechnic, Kingston Hill, Kingston upon Thames, Surrey KT2 7LB. Tel. 01-549 1141.

Librarians**READING
THE UNIVERSITY**

Applications are invited for the post of Librarian in the Reading University Library. The post holder will be responsible for the development of the library and the supervision of staff. The salary will be in the range of £12,000 to £15,000 per annum.

Further details and application forms are obtainable from the Librarian, Reading University Library, Whiteknights, Reading RG2 2AA. Tel. 01-359 3111.

**Colleges of
Further Education****ESSEX
NIG-ESSEX TECHNICAL
COLLEGE AND SCHOOL OF
ARTS**

TEACHER TRAINING SECTION
CAREER LECTURER IN EDUCATION

Applicants should have a recent postgraduate qualification in Education and a strong interest in the teaching of Education.

Further details and application forms are obtainable from the Principal, Nig-Essex Technical College and School of Arts, Colchester CO1 1LL. Tel. 0206 222222.

**BRADFORD
THE UNIVERSITY**

Applications are invited for the post of Lecturer in Education at the University of Bradford. The post holder will be responsible for the development of the course and the supervision of students. The salary will be in the range of £12,000 to £15,000 per annum.

Further details and application forms are obtainable from the Principal, University of Bradford, Bradford BD9 4JT. Tel. 0547 531111.

**BRADFORD
THE UNIVERSITY**

Applications are invited for the post of Lecturer in Education at the University of Bradford. The post holder will be responsible for the development of the course and the supervision of students. The salary will be in the range of £12,000 to £15,000 per annum.

City of Birmingham Polytechnic

**Teacher Education
and Training**

On 1st September, 1975, Anslay College of Physical Education, Bordesley College of Education, City of Birmingham College of Education and the Department of Art Education were integrated to form within the Polytechnic a new Centre for Teacher Education and Training (C.T.E.T.).

For information and details of courses write to:

Admissions Section,
City of Birmingham Polytechnic,
New Corporation Street,
Birmingham B4 7OX.

Administration

**High Grade
Administrator
Not less than £7,500**

The Institute of Chartered Accountants in England and Wales wishes to recruit a mature, high grade administrator aged 35-50 with a successful record of experience of the development and execution of policy through a Committee system. A candidate whose early career has been spent in the public service, education, administration, management training, with a professional body or as a staff officer in the armed forces, would be at an advantage.

The successful candidate will be responsible for developing, launching and administering a new post-graduate education and training Scheme, the aim of which is to help newly admitted members to acquire as quickly and conveniently as possible the additional specialist knowledge needed for the particular career paths they select. The work embraces the preparation of syllabuses for many of the areas of work in which Chartered Accountants specialise, the organisation of supporting facilities, the development of methods of assessing members' knowledge and experience, and the marketing of the Scheme to young members and employers.

While a knowledge of accountancy matters would be helpful, it will be unnecessary provided that the successful candidate has a facility to assimilate novel, semi-technical matters quickly.

Applications, giving personal and career details, to: M. R. Luke, Chartered Accountants' Hall, Mezzanine Floor, London EC2H 6EQ (Tel.: 01-628 7060).

**ASSOCIATION OF TEACHERS
IN TECHNICAL INSTITUTIONS
HIGHER EDUCATION OFFICER**

Applications are invited for the above post. The Higher Education Officer will be responsible for all aspects of Higher Education (including Teacher Training). Experience in Higher Education in the public sector is desirable.

Salary within the range of Heads of Department III/IV (£8,231 to £7,632) plus Inner London Allowance.

Applications should be received by Friday, September 26th.

Details may be obtained from the General Secretary, ATT, Hamilton House, Mabledon Place, London WC1H 9BH. Tel. 01-387 6906.

**LEICESTERSHIRE
LOUGHBOROUGH**

VACANCY FOR AN
ADMINISTRATIVE ASSISTANT

Applications are invited from qualified persons for the post of Administrative Assistant at the University of Leicester. The post holder will be responsible for the development of the course and the supervision of students. The salary will be in the range of £12,000 to £15,000 per annum.

Further details and application forms are obtainable from the Principal, University of Leicester, Leicester LE1 7RH. Tel. 0533 421111.

Applications are invited for the post of Administrative Assistant at the University of Leicester. The post holder will be responsible for the development of the course and the supervision of students. The salary will be in the range of £12,000 to £15,000 per annum.

**LIVERPOOL
THE UNIVERSITY**

Applications are invited from qualified persons for the post of Administrative Assistant at the University of Liverpool. The post holder will be responsible for the development of the course and the supervision of students. The salary will be in the range of £12,000 to £15,000 per annum.

Further details and application forms are obtainable from the Principal, University of Liverpool, Liverpool L69 3GB. Tel. 051 525 1111.

Applications are invited for the post of Administrative Assistant at the University of Liverpool. The post holder will be responsible for the development of the course and the supervision of students. The salary will be in the range of £12,000 to £15,000 per annum.

Applications are invited for the post of Administrative Assistant at the University of Liverpool. The post holder will be responsible for the development of the course and the supervision of students. The salary will be in the range of £12,000 to £15,000 per annum.

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TIMES NEWSPAPERS LTD

LETTERS TO THE EDITOR

Transition and the University of the West Indies

from Mr David Nimmo

Mr. David Walker's bird's-eye view of the University of the West Indies (THES, July 11) presented the various elements of the West Indian educational system—"an under-developed system of secondary schooling, little further education and a sophisticated university"—as "meshing together like a set of un lubricated gears."

In Walker's "sophisticated" seems to mean "conservative" in the British academic manner. But the University of the West Indies is truly sophisticated in ways that Walker does not mention.

There is an increasing liaison between the university and the developing system of secondary education. University lecturers volunteer and are invited to teach O and A level classes, prepare textbooks for use in the schools, and are open to feedback from secondary school teachers at conferences held at the university.

One of the realities of life at the University of the West Indies is the varying levels of admission at the different campuses. It should be possible in an international university to retain a Third level prerequisite while Jamaica employed its plans to properly motivate O level and unqualified applicants. But there seems small comfort in the figures of Professor Leslie Robinson, pro vice-chancellor in Jamaica which stated that "A level drop-out rate among O-level entrants was no less and sometimes a good deal less than among straight A-level candidates."

West Indians who have left to study in the United Kingdom, the British World's "Third World", Caribbean, have been instrumental in such a preliminary year of studies for the "educationally

disadvantaged" at the University of the West Indies. The Transitional Year Programme at Jamaica College, 50 per cent of whose staff and students are from the Third World—mainly the West Indies—provides a full-time course of studies in literature, social sciences, logic, mathematics, science, as well as reading, writing and study skills.

The aim is to prepare students who have not been able to complete secondary school for entry to first year university studies, and each student is required to read one first year university subject as well (Third World history is a popular choice).

The successful student is then able to enter first year university not only with improved skills, but with a reduced course load because he or she has already received one "credit". But most important, the student's first contact with the university has been one of personal success, rather than the "failure" of a reduced course load. The "failure" of a reduced course load is a pattern that is so frustrating for all concerned at the Jamaica campus of the University of the West Indies.

The gradual transition involved in such a programme has a better chance of matching the student's past experience with his future university studies—like a set of lubricated gears. This suggestion deserves a better "Third World critique" than "sophisticated" expressions of fear about turning the university into a secondary school.

DAVID NIMMO,
Jamaica College,
University of Toronto.

Silly season

from Mr Eric Cahn

—This is the silliest season of all in higher education. Government spokesmen are making wild and ill-considered statements in their desperate search for a policy in higher education—any policy, which will combine economies with greater efficiency. The universities are being driven into frantic gestures of corporate self-protection.

When will those in responsible positions in our society learn that economies in higher education, or in any other sphere, cannot be made where they will do least harm (and innovation cannot be promoted) from the Olympian heights of Whitehall and the Axiomatic?

They can only be brought about through actual work, done on the ground by university and polytechnic teachers. Let each faculty—or better, each department—be asked to look individually at ways of economizing, at the implications of such changes. Government could then set some real ideas of what is feasible without any need for the axe to fall on certain sacrificial heads.

As to teaching and educational innovation, these are fields where the polytechnics have gained a clear lead, and government should be looking at ways of learning from this situation. What should be encouraged in the universities is (a) innovation on the basis of teaching ability as well as publication record; (b) the democratization of university governance; (c) the vetting of university courses by the CNA, or a body like it.

A government which really intended to govern would—in fact of multiplying statements which cannot be followed up except by indiscriminate and blundering use of the universities is through their charters. Instead of continuing to allow vested interests in the universities to maintain their hold on power (the reason for the ossification in the universities) through rubber stamping university charters, a thorough shake-up is needed, and this the government and Parliament have the power to bring about.

Yours sincerely,
ERIC CAHN,
2 Chaderston Gardens,
Portsmouth.

Switched on don

from Mr C. Slaughter
Sir,—For some weeks I have been struggling to find the time to write to you and suggest that, until the university teachers' salary negotiations are completed, "Don's Diary" be suspended.

Professor Laurie Taylor's contribution (THES, August 31) convinced me to do so. In addition, I pointed out that the Association of University Teachers provide funds to supply him with an electric toothbrush, to be attached to his mouth and left switched on for at least six months. Yours very sincerely,
C. SLAUGHTER,
206 Harrogate Road,
Leeds 7.

More letters page 12

Overseas

The British Council

**Aid to Commonwealth
Teaching of Science**

Senior Curriculum Specialists in Chemistry and Evaluation (two posts)
Kenya Institute of Education, Nairobi, Kenya.

These specialists will be mainly involved in the training of secondary school teachers to use modern curricula and the writing and evaluation of new secondary level materials.

Slitcase Curriculum Development Adviser (Integrated Science), Ministry of Education, Gaborone, BOTSWANA.

To develop the existing junior science course and to prepare in-service training courses for secondary school teachers in the use of new courses and course materials.

Head of Science Department,
Madani Teacher Training College, Masera, LESOTHO.

To organize in-service courses for teachers and teacher educators and to develop and introduce new curricula at primary and junior secondary level.

Head of Science Department,
William Pirbright Teacher Training College, Mandini, SWAZILAND.

The occupant of this post is expected to be in charge of the Science Education Centre at the College: one of his or her main functions will be working with the Swaziland Integrated Science Project which is at junior secondary level.

Science Education Adviser, Teacher Training Department, Yundum College, GAMBIA.

To advise as required on science education to the Gambia, covering all three traditional branches of the subject at both primary and secondary level. Duties will include curricula in-service courses, liaison with the Science Teachers' Association of the Gambia, and advising on laboratories, curriculum development, activities and the production of teaching materials.

Applications are invited for the above posts from British graduates between 30 and 50 with a good honours degree, an education qualification and at least 5 years relevant teaching experience. Some knowledge of curriculum development, evaluation, in-service training courses, etc., is also required. Appointment will be to the British Council on contract terms; service may be on secondment.

Salary scale: £3,316-£5,310
Overseas Allowance within the range: £1,295 to £2,479
Single — £1,499 to £1,780

Free furnished accommodation overseas; paid passages for family and allowances for children's education will be provided.

Selection by London interview and board.

Write or telephone for particulars and application form to be returned by 5 October 1975 enclosing post title and C13.

Staff Recruitment Department, 65 Tavistock Square, London WC1X 2AA, Tel. 01-459 0011, ext 15.

General Vacancies

DORSET EDUCATION AUTHORITY

Institution of Higher Education

**Appointment of
DIRECTOR**

Applications are invited from graduates with substantial experience in the fields of higher and/or further education and who hold or have held posts carrying senior management responsibilities with a college. The salary range is likely to be that appropriate to a Group 8 College.

This new institution will be formed from an amalgamation of the advanced work of the Bournemouth College of Technology with the Weymouth College of Education. The Authority are looking for a person of proven ability, with energy and vision, capable of developing sound and imaginative long term plans but also conscious of the immediate constraints of the present economic situation.

Application forms and further particulars may be obtained from R. D. PRICE, B.A., County Education Officer, County Hall, Dorchester, Dorset DT1 1XJ. Closing date for the receipt of applications will be 29th September.

College of Estate Management

**SENIOR TUTOR IN
VALUATION SUBJECTS**

Applications are invited for a newly created post within the College of Estate Management. The College operates a wide range of professional and intensive residential courses and study sessions. The person appointed will be primarily concerned in both the teaching and valuation and associated subjects. The work will include the preparation of teaching material and an ability to write well in the field of valuation. Applicants should preferably have an interest in recent developments in educational methods and technology. Some administrative duties are involved.

Applicants should be graduates in estate management or should hold equivalent professional qualifications, and it will be considered an advantage if they have qualified by a correspondence course.

Salary scale: £5,636-£7,346 (subject to further review). Membership of the Institution of Estate Management is required.

Further details and application forms are available from: The Secretary, College of Estate Management, Whiteknights, Reading RG2 2AA. Tel. 01-359 3111. Closing date for applications: 17th October, 1975.

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